

THE
ASIAN INDEX:

1897







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EDITORS.

W. S. Welles. John C. Hall.
Geo. W. Hunt.

ASSISTANTS.

Elizabeth Hall. Mary Fletcher.
Alice Sikkema.



THE INDEX

'97

Volume 6.

Illinois State
Normal University.

Dedication.

In the round of years the Normal School becomes strongly grounded in the affections of her students. Then, "it is altogether fitting and proper," in consideration of this year and the feelings of these students, that The Index of '97 be dedicated to the Fortieth Anniversary of the I.S.N.U.

By her Students.

*Pantagraph Printing and Stationery Co.
Printers and Binders
Bloomington, Ill.*



John C. Hall.
Mary Fletcher.



W. S. Welles.
Elizabeth Hall.



George W. Hunt.
Alice Sikkema.



❖❖Greeting❖❖

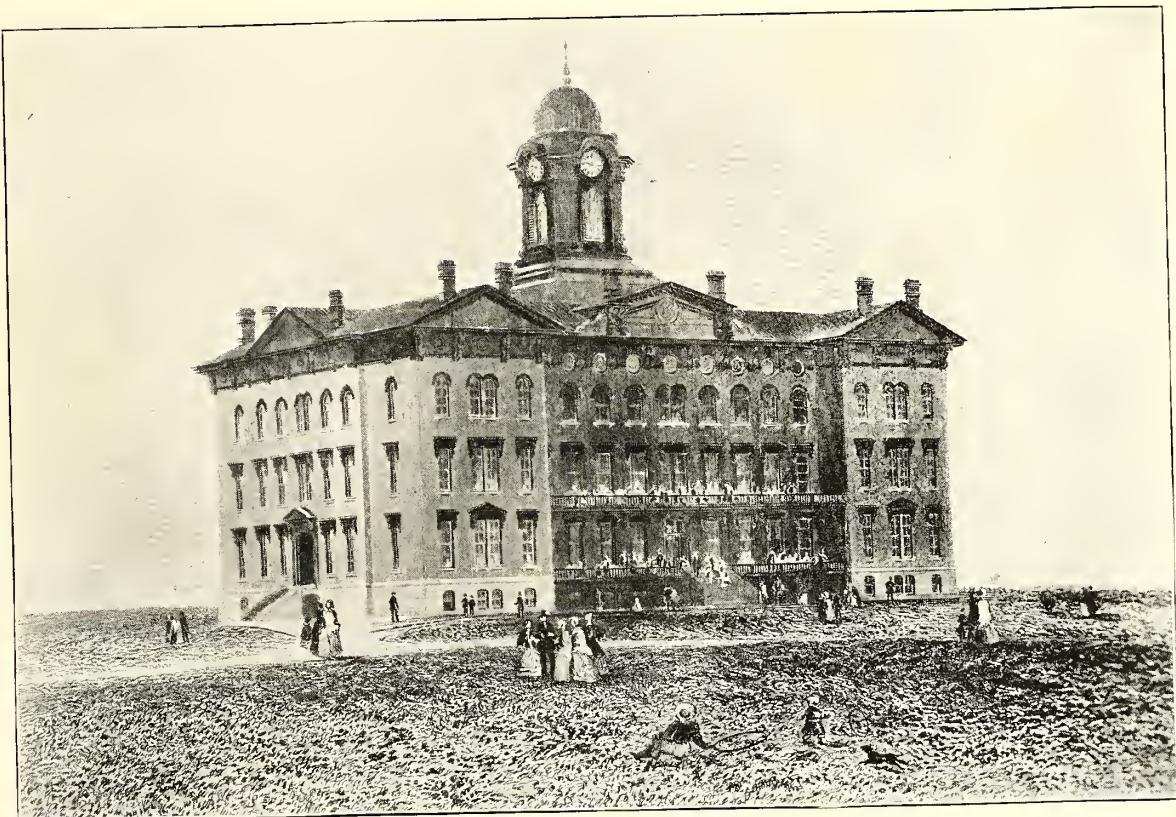
THE INDEX of '97 greets you all with the best and kindest wishes, and trusts that you may find it one of the most pleasing souvenirs of your school life in Normal.

As you read over its pages from time to time we hope that you may find each time something which will add to its value for you. If we have failed to make you feel that the INDEX is indispensable we have failed of accomplishing our purpose.

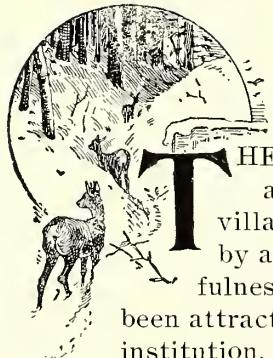
There will be much room for adverse criticism, but we know that the spirit of those who will be readers of this book will prompt them to look also for the good things. Our work has been for you, and we ask that it may be received with the good will which we intended should be a predominating feature of the book. The jokes have been meant as jokes, and if feelings are "injured" it must be because they have not been received with the spirit which prompted those who collected them.

Again extending our best wishes and thanking you for all assistance rendered us, we place before you the INDEX of '97.

THE EDITORS.



The University in 1860.



History of the Institution.

THE institution known as the Illinois State Normal University is located at Normal, a suburb of Bloomington, in the county of McLean. The village contains a population of 4,000 and is connected with Bloomington by a street railway. The location is fortunate in all matters of healthfulness. The community is highly intelligent and prosperous, having been attracted to the locality by the educational opportunities afforded by the institution. Bloomington is a city of 25,000 and contains the conveniences usually afforded by a place of that size. It is so accessible, the center of the city being only a 20-minute ride from the Normal building, that the two towns are in effect but one.

The Illinois State Normal University is not a university. It is simply a Normal School and should have been so designated. Its pretentious title is not to be attributed to the ignorance of its founders. Ignorance was far from being their characteristic quality. They were, for the most part, men of liberal culture. Two facts will explain the presence of this embarrassing, top-heavy, and misleading name. Doubtless it was in the minds of the promoters of the institution to make it the nucleus of a group of colleges whose aggregate should constitute a true university. It was also a prime motive to secure the proceeds of the congressional grant of college, seminary, and university lands as an endowment fund. These were both worthy purposes. The latter they succeeded in carrying out. The former was realized in the State University at Urbana.

It is easier to get a name than to get rid of it; hence it is probable that the institution will always be known, popularly and officially, by the contradictory designation, The Illinois State Normal University.

At present writing there are four buildings near the north end of a beautiful campus of fifty-six acres. The main building is a substantial and comely brick structure, 100x160, and three stories high. As may be inferred from the cut shown herewith, it is well adapted to the ends for which it was constructed. Indeed, for the time from which it dates, it is an attractive building. It broods over the verdant fields about it with a very motherly and hospitable sort of air and has found a warm place in the affections of many thousands of young men and young women, not to mention those who are no longer young.

The second building is familiarly known as the Practice School. It stands about one hundred feet to the north of the main building, is 86x97, and two stories high. It is the home of the children constituting the School of Practice. Thither the Normal student, after a preparatory apprenticeship of from one to four terms, dependent upon the degree of his advancement in age and scholarship, repairs to put into practical operation the theories which he has been so diligently studying.

It would seem to go without saying that a Normal school without a Practice School resembles that familiar drama of Shakespeare with the leading character on the retired list.

The third building is known as the Gymnasium. It is more than a Gymnasium, however, for it contains also a room 40x90 to be occupied by the library, and an equal space for the science department. The gymnasium is the only room finished at this writing.

The fourth building is the boiler house, from which the others are heated by a steam plant.

It is too well known to need repeating here that the first American Normal School was established in Lexington, Mass., in 1839. Eighteen years later this school began its career.

Institutions do not spring spontaneously from the soil. They are the product of the disinterested and arduous labors of a few enthusiasts. They usually come up through great tribulation. To this general rule this school is no exception. Wm. L. Pillsbury, A. M., the scholarly Registrar of the University of Illinois, contributed an historical sketch of the State Normal Universities to the Biennial Report of the State Department of Education for 1887-8. This valuable article rescues from oblivion most valuable material for the future historian of education in Illinois, and traces the movements which culminated in the establishment of the Normal School and the State University.

While comparisons are often odious, no one will question the propriety of according to Prof J. B. Turner, of Jacksonville, a most conspicuous place in the early agitation of these important questions and a large determining influence in subsequent events. Any record of the time would be seriously incomplete which omitted such names as Newton Bateman, B. G. Roots, Ninian W. Edwards, Bronson Murray, and Dr. R. C. Rutherford. A passing mention of these pioneers must suffice.

Happily for the cause of popular education in Illinois, in the late autumn of 1854 an energetic Vermonter, but recently graduated from Dartmouth College, came to the city of Peoria, which then contained twelve or fifteen thousand inhabitants, to take charge of a private school which had been organized by an association of the more intelligent citizens. Charles E. Hovey, was a man of indomitable pluck, of abundant resources, full of schemes, and marvelously skillful in working them out. The public school men were not long in discovering that they had been richly reinforced by his appearance upon the scene. Before the people of Peoria really knew it the legislature had given them a new charter, authorizing the organization of a public school system. Mr. Hovey was placed at the head of the newly organized schools and immediately threw himself into the contest for the establishment of a teachers' seminary.

A contest of no mean proportions was on in the educational field. It was between the advocates of an industrial university with a Normal School annex; the college peo-



The Practice School.

ple with a similar attachment, and the public school men who stood for a plain Normal School. The bone of contention in this triangular quarrel was the school fund already mentioned. While it may answer the purpose of a figure of speech to call it a bone it was in reality a substantial joint as we shall see later.

Hovey, as I have said, was a strong reinforcement for the Normal School party. The master blow was struck for the cause, however, when Professor Turner with his large and influential following went over to the camp of the public school men. This took place at the Chicago meeting of the State Teachers' Association in 1856. The fight was now transferred from the rostrum to the General Assembly.

The Association appointed a committee to secure needed legislation. This is by no means a modern device, it will be seen.

The committee consisted of Simeon Wright, Charles E. Hovey, and Daniel Wilkins. There is slight suggestion of familiarity in these names, yet who did not know them here in Illinois forty years ago! Mr. Wright familiarly known as "Uncle Sim" in the traditions of the Normal School, was on the first Board of Education and became the patron saint of the literary society which bears his name and which became his heir at his death. He was a master of the art of persuasion and knew all the "ins and outs" of legislative life at Springfield. He was a commanding figure in the "third house" and contributed very materially to the success of the Normal party. He was the particular member of the committee who camped at Springfield and stayed there until the bill was passed.

Daniel Wilkins was for several years the school commissioner of McLean county. He was an excellent lobbyist and a man of considerable influence in educational circles.

The bill for the Normal School was introduced into the General Assembly in January, 1857. That body was then composed of one hundred members, twenty-five of whom were in the senate. The upper house offered no opposition to its passage. Captain J. S. Post, of Decatur, who had charge of the bill had an easy task as compared

with that of Hon. S. W. Moulton, who managed the measure in the House. It came through all right though badly scared as there was a margin of but one vote. Judge Moulton deserves more than this passing mention. He was a member of the first Board and continued its president for many years. His election to congress finally necessitated his withdrawal from the Board, which he regretfully left.

On the 18th of February, 1857, the first great act in the drama was completed by the approval of the bill by Governor Bissell.

Mention has been made of several members of the Board of Education, upon whom was now to devolve the duty of locating and organizing the new school. There were others who should not be forgotten. George Bunsen, of St. Clair county, had been a pupil of Pestalozzi at Burgdorf. Ninian W. Edwards had filled the office of superintendent of public instruction. William H. Wells was for several years at the head of the Chicago schools. Others in the list held or had held prominent positions in the state or nation. Yet they belong to a past generation and are remembered only by the student of the history of education in Illinois or by those who were identified with the struggle whose issue we are following.

Newton Bateman, a household word in Illinois, had been an active partisan for the school in the educational assemblies of the state and was to come into vital relations with it as its secretary during his long incumbency of the office of superintendent of public instruction. He lives to enjoy the grateful recognition of his fellow teachers for his invaluable services to the cause of popular education.

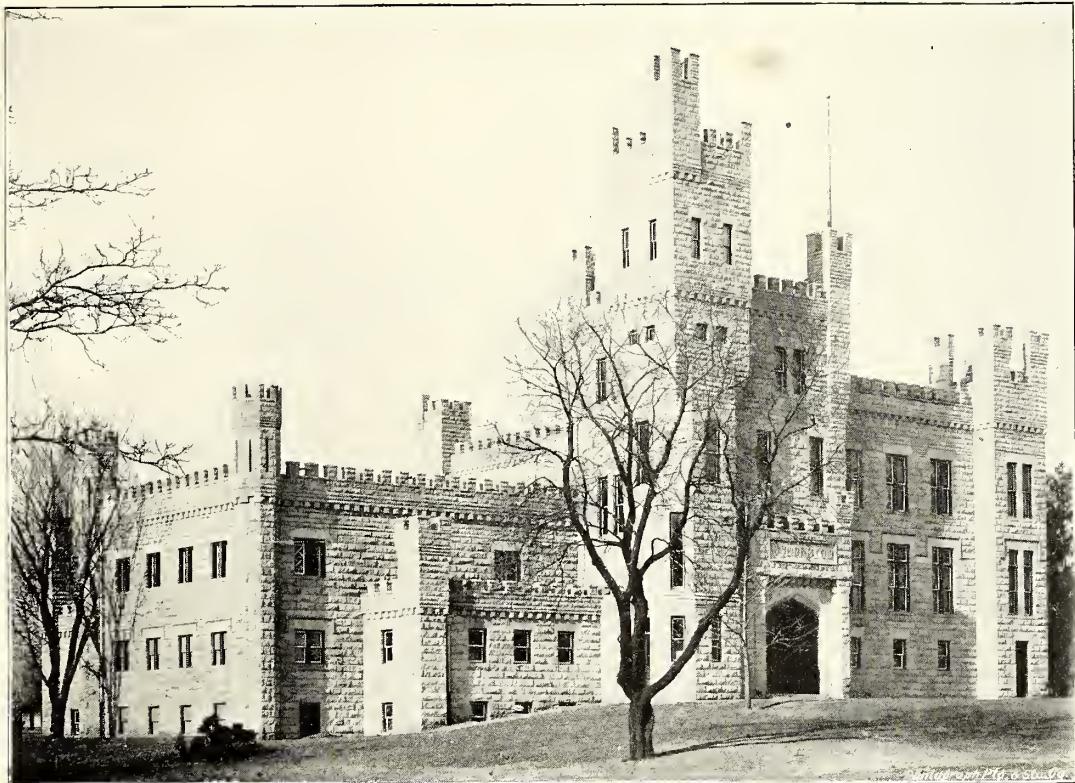
The act provided that the Board of Education should locate the new institution at the place which should offer the most favorable inducements. At that time there was living on the north edge of the city of Bloomington a man by the name of Jesse W. Fell. He was possessed of the intensest energy, was a born philanthropist and promoter of institutions for the benefit of mankind. He was the friend of Lincoln and David Davis. Too modest to seek public office, he was, nevertheless, the power behind the throne in

many instances where more pretentious men seemed to be in the management of affairs. He determined that the new institution should be located near his home. It was a striking characteristic of Mr. Fell that he succeeded in what he undertook. Within four months after the approval of the bill the Board of Education had selected North Bloomington for the location of the institution and had selected Charles E. Hovey as its first president.

Plans were soon adopted for the new building and the corner-stone was laid on the 29th of the succeeding September. It was determined, however, not to await the completion of the new building before opening the school. On the first Monday in October, in Major's Hall, which was on the third floor of an unpretentious brick building on Front street, in Bloomington, the school was formally opened. The furniture which was intended to furnish sittings for the pupils had not yet arrived, but President Hovey was there, and Ira Moore, late of the Chicago Normal School, and Miss Mary Brooks, who had been engaged to take charge of the Model School, and six young men and thirteen young women.

Charles E. Hovey still lives in Washington City, with his interest unabated in the institution which he started on that memorable 5th of October. He watches any change in its plans and any development of its resources with the greatest solicitude. Ira Moore, for many years principal of the State Normal School at Los Angeles, Cal., lives on his ranch not far from that city, enjoying in his retirement the satisfaction which comes to one who has devoted his life to the carrying out of great purposes. Mary Brooks, rarest of teachers, and most admirable of women, died a full quarter of a century or more ago at her old home in Brimfield, Ill. But the traditions of the school are rich in incident and anecdote of the vigorous president, of the exacting teacher of mathematics, and of the wonderful skill of the inspiring Mary Brooks.

The first name in the list of those who presented themselves on that memorable first day is E. A. Gastman, for thirty-seven years connected with the schools of Decatur,



The Gymnasium.

and for thirty-five years their esteemed superintendent. Another name is that of J. C. Howell. In one of the rooms of the institution is a stone tablet sacred to his memory, for he fell upon the bloody field of Donelson, one of the early victims of the war for the freedom of the slave. A third is that of John Hull, for a score of years a teacher in the school at Carbondale, and finally its president. He is now taking life easily on his island home in Puget Sound.

The following year Edwin C. Hewett came on from Massachusetts to take charge of history and geography, and Leander H. Potter entered upon the duties of professor of literature. The institution showed an increase in its attendance, the walls of the new building were slowly rising, two miles and a half to the north, out on the bare prairie, and the picture seemed fairly bright. But there came a killing frost in the financial panic which swept over the country. Many who had subscribed money for the erection of the Normal school became unable to pay; lands contributed by McLean county were a drug in the market, and the prospect, so pleasing only a few months before, looked dismal indeed. But Hovey was equal to the occasion. If purchasers would not come forward to buy the lands he would buy them himself, although he had neither money nor rich friends. He sent a man East to effect their sale, and with the proceeds he pushed the new building forward, so that in 1860 the first commencement exercises were held in one of its spacious apartments, and in September of the same year the school was housed in its new quarters, where it has remained unto this day.

Mr. Hewett retained his position as teacher of geography and history, with the exception of a single year spent in travel, until January 1, 1876, and then became acting president for the ensuing six months. At the end of that time he was elected president, which position he held until 1890. Since Mr. Hewett's retirement from the presidency he has continued to reside in Normal.

Mr. Potter left school in 1861 along with Hovey and Ira Moore. They were swept into the army by the great enthusiasm which filled the air. They never returned



Normal University.

to the institution. Potter, who finally became the colonel of the Normal regiment, died some fifteen years ago.

The picture presented herewith shows the building as it looked in the summer of 1860. Normal then scarcely merited the name of a village. A few residences had been erected here and there to house the teachers, and one or two boarding houses offered shelter to such of the students as did not board or reside in Bloomington. Not a tree adorned the spacious campus. The commodious structure, quite pretentious in its appearance, at least in that early day, stood almost alone in the wide prairie.

When Mr. Hovey entered the army as colonel of the Normal regiment, he was succeeded in the management of the school by Perkins Bass, a business man and a member of the board of education. Mr. Bass accepted the duties of the office in the hope that the school might be held together until a suitable man could be obtained to succeed Mr. Hovey. The new enterprise was seriously crippled by the departure of so many of its students. Gove, for twenty-five years superintendent of the Denver schools, left immediately after graduation in '61. P. R. Walker, now superintendent of the Rockford schools, and another member of the class, left about the same time, and also did Burnham, Dutton, and Morgan—all of the men of the class, save one, exchanged the work of the teacher for the hard life of the soldier.

Many of the undergraduates followed their example. The war fever ran high and it looked as if the institution would be obliged to close its doors until the war clouds should blow away. The faculty that remained, however, stuck bravely to their work. Mr. Hewett was here, Mr. Sewall came on from Cambridge, Massachusetts, Mr. Stetson arrived early in '62 and thus the organization did not fall to pieces, but the school continued to grow by slow degrees until the close of the war when, in common with similar enterprises elsewhere, it enjoyed the remarkable prosperity which had been so long deferred and so patiently and hopefully waited for.



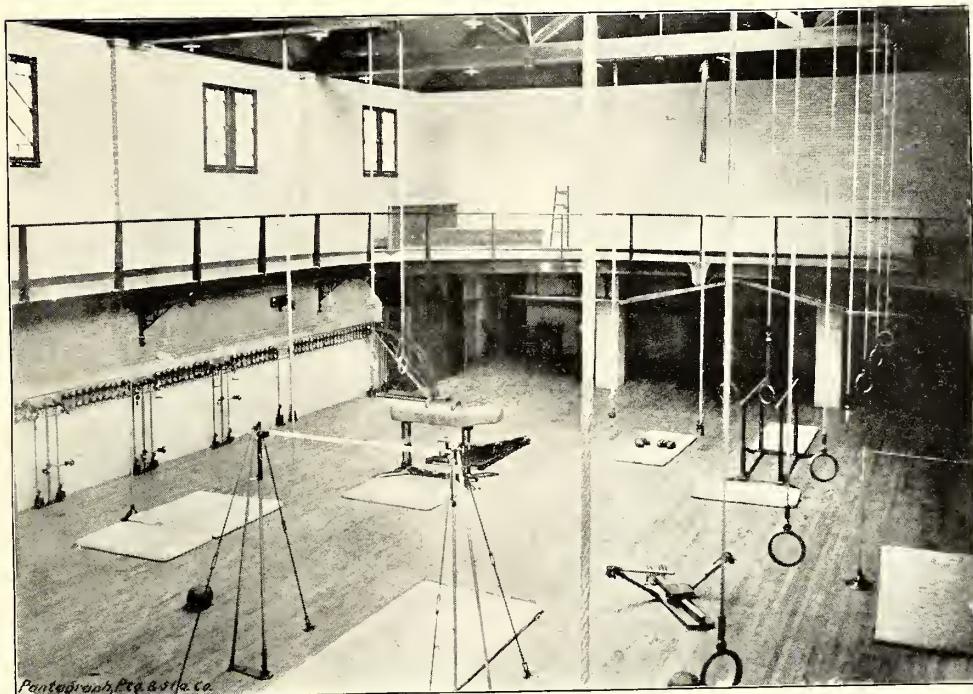
Class Exercises.

In 1862 the president for whom the board had been waiting, was discovered in the person of Richard Edwards then at the head of the city Normal School at St. Louis. In September, '62, he began his admirable career, which continued for nearly fourteen years. He brought with him, from St. Louis, Thomas Metcalf, as teacher of mathematics.

The space allotted to this entire article would be too short to do justice to these two men. Mr. Edwards burned with enthusiasm. To him the cause of education was as sacred as religion. A class exercise was a sacrament. The graduation of young men and young women who were to become teachers was as serious a matter as the laying on of hands in holy ordination. It could not be otherwise than that this fiery enthusiasm should reproduce itself in every sensitive soul under his influence. How glorious the work of the teacher presented itself to his vision! How he portrayed the dignity of the teacher's calling while the responsive souls before him quivered with excitement at the magic of his touch! Few can go from such an influence without saying to themselves with all the ardor of discipleship, "Woe is me if I teach not the children, and unworthy indeed shall I be if I devote not myself to this great ministry with all of the intensity of my nature."

It is equally hard to write in terms of moderation of our dear "St. Thomas" as we love to call him. He died January 1, 1895, mourned in every state of the broad Union. Memorial meetings were held from Massachusetts to California. He was the puritan sweetened and mellowed by the gentle grace and devotion of the cavalier.

But I see that this article is in danger of becoming a biography of men rather than the biography of an institution. Let me endeavor, then, to express, as well as I can, the characteristics of the Normal School in the earlier years of its existence. It was five years old when I made its acquaintance. At that time the faculty consisted of President Edwards, Mr. Hewett, the talented Dr. Sewall, still a resident of Denver, Mr. Stetson, and Margaret Osband, who subsequently became Mrs. Stetson



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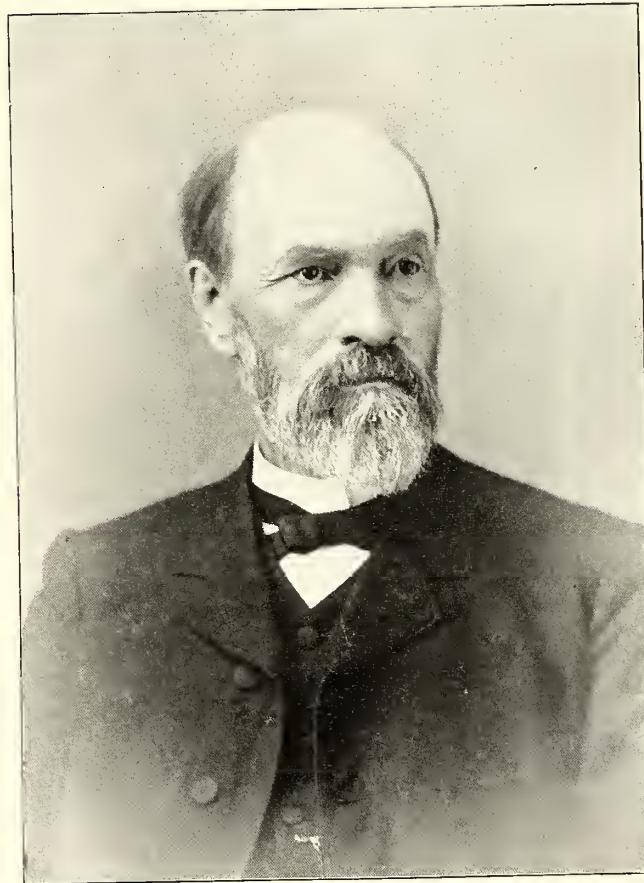
Interior of Gymnasium.

and who died less than a year ago. Edwards, Hewett, Metcalf, and Stetson had been students at Bridgewater under Nicholas Tillinghast. They were imbued with a common spirit. The characteristic quality of the school was its extreme thoroughness. The common branches were the leading material of instruction, but what teaching it was! Reading, under Dr. Edwards, was the critical examination of fine literature. Geography and history, under Dr. Hewett, were elevated to great culture studies and at the same time were so employed as to develop the most pains-taking habits of study. Arithmetic, algebra, and geometry, with Mr. Metcalf, were disciplines of the most exacting character in which error or carelessness seemed almost a crime. Dr. Sewall, the scientist, and characteristically the thinker of the group, with marvelous power of illustration, did a work that was different from that of the others in essential particulars, and thus saved the institution from a severe one-sidedness. Mr. Stetson was a Harvard man as well as a Bridgewater man, and introduced an element of culture that was greatly needed by the country boys and girls who were the preponderating element in those early days before everybody lived in town and within range of the bell of a good high school. Miss Osband was a picked teacher, too. She was in no way commonplace but was, like the rest, inspiring and skillful.

The strictly professional work was not very great in amount. There was a term of theory and practice, some psychology, and the history of education received at least passing attention. It should be remembered that pedagogy had slight development in this country at that early day. The great thing which the school did was to arouse in the students an interest in teaching as an art and in education as a science, to infuse into them a spirit of thoroughness and devotion and to give them certain strong impressions respecting class-room methods. I suspect that this school probably did as much along professional lines as any other normal school of its time, with the possible exception of Oswego. The pupils had the profoundest admiration for their teachers and went out to their schools burning with the desire to emulate their examples. It may be that they



Chas. E. Hovey.



Richard Edwards.

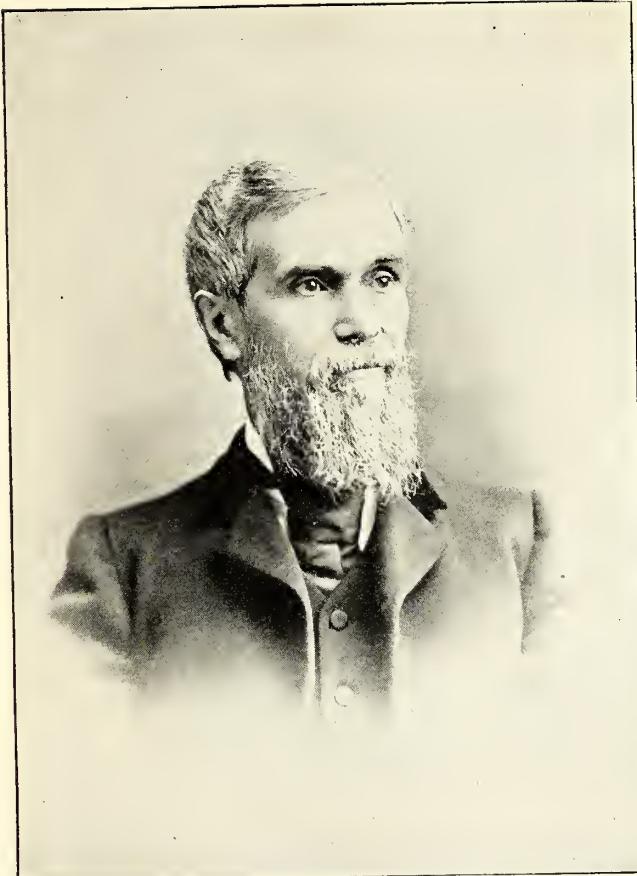
were a little too enthusiastic and that they caused opposition here and there by the very intensity of their faith.

There was much of opposition in those days to this Normal School in particular, and to normal schools in general. Many excellent teachers who had never attended such institutions felt sensitive in the presence of the claim of the Normal graduate. Many of the old efficient teachers regarded the new fangled ideas with suspicion. Members of the general assembly were slow to vote supplies, being full of the notion that anybody can teach who knows his subject. The management of the institution, however, kept quiet and antagonized few people. Slowly they gained ground here and there, as might be expected. While they were working along their lines similar institutions elsewhere encountered similar difficulties and almost reconstructed public sentiment. European methods were being studied and adduced by way of argument. Slowly the idea found lodgment that the teacher really should have some specific preparation for his task. The time has at last arrived when opposition has substantially disappeared. Legislatures vote supplies to teachers' seminaries as readily as to the hospitals, to the institutions for dependents, and to the State University.

Within the last few years much new blood has been introduced into the faculty. Men like Dr. Charles De Garmo, Dr. Frank McMurry, Dr. Charles McMurry, David Felmley, Dr. Van Liew. B. P. Colton, Lewis Galbreath, and women like Ruth Morris, Miss Colby and, Mrs. McMurry have given a strong professional impulse to the work of the institution. Dr. De Garmo, the McMurrys, and Dr. Van Liew were students of Dr. Rein, at Jena, so it is not strange that the school should feel the influence of that great teacher.

The last few years have also witnessed the addition of two valuable buildings to the old historic main building.

Up to 1891 the Practice School was housed in the main building. It was necessarily small. Pupil teachers were obliged to do their work in hallways and obscure corners, or with several exercises in progress in the same room. The practice school was a most



Edwin C. Hewett.



John W. Cook.

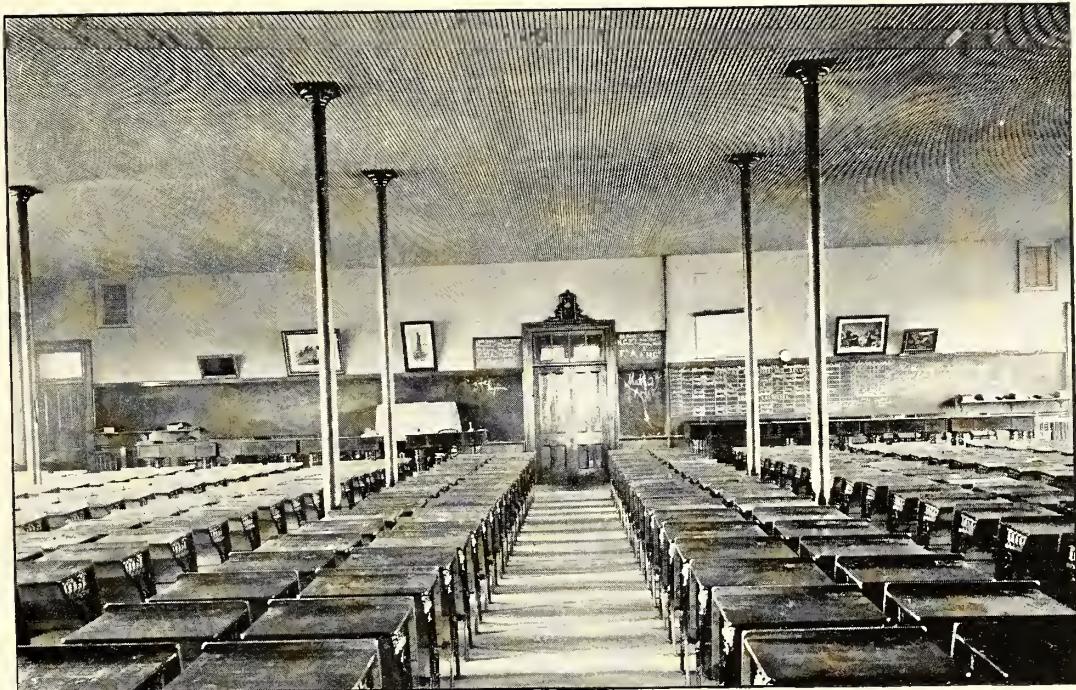
acceptable and encouraging addition to our equipment. It is ample in size for the accommodation of four hundred children. It is designed with especial reference to the peculiar needs of such an institution. It is a delightful sight to witness the enthusiasm with which the pupil teacher works out his problem with the real child, and not less delightful to see the happiness of the children, under the watchful care of the critic teachers, in close touch with young men and young women who are stirred by the modern theories of education and full of zeal for a profession which offers ample space for the clearest brain and the warmest heart.

The second of the new buildings is the Gymnasium, to which reference has already been made. For thirty years there have been periodical attempts to secure this much needed addition to our equipment. Two years ago the general assembly generously came to the rescue. The room is 40x90 and 28 feet high. It is fairly well furnished with apparatus and is most heartily enjoyed by the students. The ordinary mass drill in class work is supplemented by basket ball and by individual work on the apparatus. The athletic spirit has healthy development, and such field sports as tennis, baseball, and football each in its season furnish the most delightful and healthful recreation. The building also provides a fine library room and spacious science rooms.

The methods of admission to the Normal School need not be rehearsed here, for any reader who desires to know them may obtain a catalogue by the cost of a postal card. It may not be amiss, however, to attempt a brief description of the work of the school.

In the first place, no one should go to the Normal School who does not wish to become a teacher. Any other person would be disappointed with the work he would be called upon to do if he could get in—and he couldn't get in. It is possible that the reasons may be reduced to one.

Nor should any one go to the Normal School who simply wishes to "review in order to get a certificate." There are no classes for such purposes. It is expected that



Assembly Room.

the Normal student will be fitted incidentally for a reasonable examination. The aim, however, is to prepare him for teaching.

There are three courses of study. Graduates of our best high schools are admitted to a two-year course. Others enter the three-year course or the four-year course, dependent upon whether the classics and German are to be taken or not. College graduates are permitted to pursue a course which is largely elective.

All of the courses begin with a careful examination of the common branches. While the treatment presents academic phases, it is characteristically professional in its trend and is saturated with the teaching idea.

The theory of education and the application of the subjects of instruction is begun at once and followed through the first year. With the beginning of the second the study of psychology is begun and practice work with children soon follows. Four terms of this work are required before graduation. Psychology, the philosophy of education, and pedagogy occupy eight hours a week during the third year.

Upon three days of each week class exercises are conducted by the pupil teachers before the whole body of those working in that grade. These exercises are critically studied and discussed in the weekly teachers' meeting. They are found to be a most helpful feature. Many of the Normal teachers attend and take part in these class studies.

But I must not burden these pages with further detail which the catalogue will, in part, supply.

The Normal School will celebrate its fortieth anniversary in June. Those in charge of the school feel that something like a start has been made in this most difficult of difficult tasks—the preparation of teachers for the children's schools.

Nearly every position is tentative, however. We hold ourselves ready to abandon old lines at any time when new ones promise better results.

Let us all join hands in the interests of the supreme institution of a free state--
the free common school. JOHN W. COOK.

A Normal Epic.

In a little railway station,
 On a hard old wooden seat,
 Sat the worn-out Normal Senior,
 Resting there her weary feet.
 She had traversed many a sidewalk,
 She had walked till nearly dead.
 But alas, her hopes had vanished.
 Everywhere "some one ahead."
 There she sat in glum reflection,
 Only ten long hours to wait
 Till a train should pass this station
 Where her hopes had kept her late.
 While she sat there in the gloaming,
 With her head against the wall,
 Visions of a happy future
 Rose before her at her call.
 Twenty letters were before her,
 Twenty offers she could see,
 With the finest of inducements
 And a splendid salary.
 In her dreams, the Normal Senior
 Always has this aim in view:
 If you see a prosperous opening
 Quickly seize and hold it, too.
 Quick she started to accept them;
 Quick she started for the door.
 But alas, the only sequence
 Was a fall upon the floor.
 Home at last she traveled slowly
 With a disappointed look;
 With a feeling of dejection,
 And an empty pocket-book.

Then she rested from her labors
 In a kind of sad despair;
 But she never gave up hoping,
 Longing—praying—*when and where?*
 Till one day—oh joyful *dies*,
 She received an offer grand;
Six months' school at *thirty* dollars
 In a far and distant land.
 And with feelings most ecstatic
 She this offer did embrace;
 And behold, next year, this Senior
 Will this fine position grace.
 Oh were you ne'er new students,
 And did you ne'er restrain
 The feeling of homesickness
 That soon came back again?
 Oh were you ne'er a Junior,
 And did you never try
 To practice up for Junior Night
 And sing a solo high?
 Oh were you ne'er a Senior,
 And did you never swear
 When school boards met and passed you by
 And you were left nowhere?
 Alas, if you have never been
 One of this happy three:
 For you have missed the greatest part
 Of life and liberty.
 Then come, we urge you one and all,
 We hope that soon you'll be
 New loyal students of our school,
 The Normal 'Versity.

E. H.

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~~~~~  
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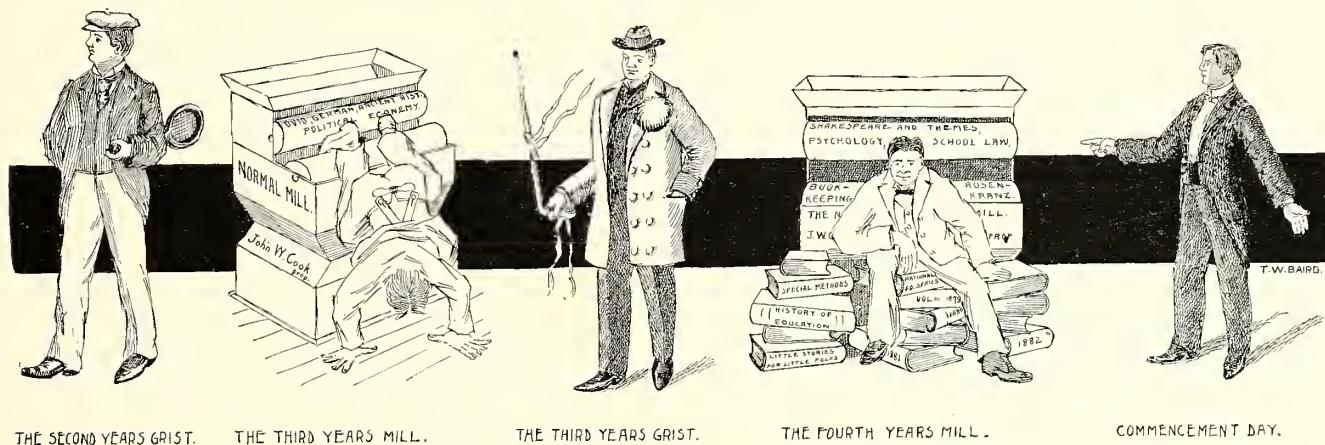
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The Normal Mill.

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<sup>20</sup>**Mary Hartmann, A.M.,**  
Assistant in Mathematics.

<sup>13</sup>**Clarissa E. Ela,**  
Teacher of Drawing.

<sup>15</sup>**Eva Wilkins,**  
Assistant in History and Geography.

<sup>14</sup>**Amelia F. Lucas,**  
Assistant in Reading and Teacher of Gymnastics.

<sup>19</sup>**Elizabeth Mavity,**  
Teacher of Grammar.

<sup>8</sup>**Joseph G. Brown,**  
Assistant in Natural Sciences.

<sup>9</sup>**J. I. Read,**  
Assistant in Ancient Languages.

<sup>10</sup>**A. H. Melville,**  
Principal of Grammar School.

<sup>11</sup>**Lida B. McMurry,**  
Assistant Training Teacher, Primary Grades.

<sup>17</sup>**Maud Valentine,**  
Assistant Training Teacher, Intermediate Grades.

<sup>18</sup>**Anne M. Stanley,**  
Assistant Training Teacher, Grammar Grades.

**Chester M. Echols,**  
Principal Second Intermediate.

**Charles H. Allen,**  
Principal First Intermediate.

**Anna King,**  
Principal Second Primary.

**Jessie Dillon,**  
Principal First Primary.

**Charles Bowman,**  
Teacher of Penmanship and Orthography.

<sup>16</sup>**Ange V. Milner,**  
Librarian.



The Faculty.

## Class Officers

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CLASS MOTTO, "*Gladly wolde he lerne, and gladly teche.*"

---

PRESIDENT, Mary Fletcher.

VICE-PRESIDENT, Fred G. Patch.

SECRETARY, Nora Simmons.

ASSISTANT SECRETARY, M. L. Ullensvang.

TREASURER, Francis Thompson.

ASSISTANT TREASURER, Bessie Stevenson.

CLASS COLORS—GREEN AND GOLD.

We tried the gold and purple,  
But didn't like it quite;  
Some got patriotic,  
And wanted red and white.

The violet and the "dandy"—  
They make a pretty two,  
If you can stand the difference  
In the strength of hue.

No two could ever do it,  
So we just quit our try'n;  
And took the two you'll find  
In every dandelion.

## ❖ Senior Class Poem ❖

---

We are weary of school bustle,  
And the sound of passing classes.  
The oft repeated words, "walk faster,"  
"Come, move on more quickly, quickly!"  
We are wishing now for freedom.  
While the teachers try to hold us  
Our attention sadly wavers.

Lessons now have lost their savor,  
And we long for fresher pastures.  
Grand and green our campus greets us  
Every morning with new beauty;  
Green and grand the elms and maples;  
Grand and green the larch is nodding;  
Green the evergreens and hemlocks.

Beneath is green and blue above;  
The pond is dimpling in the sun;  
Lightly stir the pretty birches  
Rustling catkins full of seeds;  
Willows sway above the water,  
Branches nodding in the breeze,  
Looking in this glass of nature's  
Beck'ning, nodding, to each other.

In the center of the beauty  
Of the campus bright and clean,  
Broods the school of our affections,  
Most approved and most adored.  
Brooding there in watchful posture,  
Guarding all who enter in,  
Sits the Normal School at Normal.

From those walls our spirits, restless,  
Yearning now for freedom's day,  
Wish to fly in search of pleasure  
Just to rest us from our labors.  
Would we but stop to reckon,  
Greatest freedom we would find  
Where restrictions that seem galling  
For our good are thus maintained.

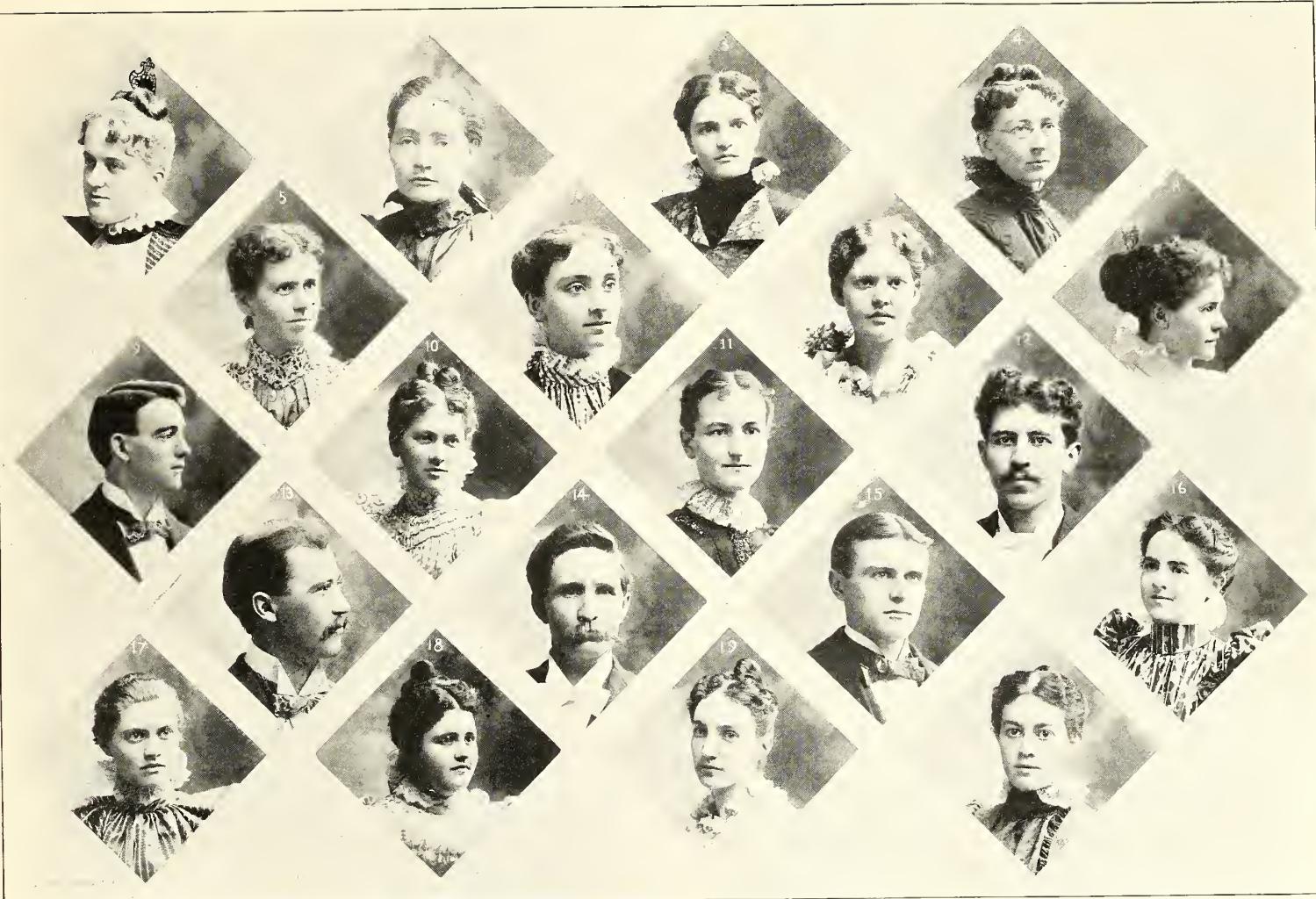
In this grand old school of teachers,  
Noted much and known afar,  
We have labored on in patience  
Wishing, hoping, for this hour.  
But now the time to hours has shortened  
All too willing would we stay,—  
Stay and share the Normal spirit,  
And the friendship of our teachers.

We need not feel as leaves in autumn,  
When, their work and beauty done,  
They find they are no longer needed,  
But pushed into the world alone.  
Yet, we must find our corner in it.  
And fill our place with earnest zeal;  
Hoping thus to win our honors  
In guiding of the commonweal.

To the classmates and the teachers  
Give we now our warmest hopes,  
That the spirit of the Master  
May dwell rich in every effort;  
Teaching both by word and action,  
Living thus a grand example  
Of the godliness of teachers.

[W. S. W.]

<sup>1</sup> OTILLIE META LANGE.<sup>2</sup> ANNA T. MITCHELL.<sup>3</sup> EDITH BELLE MIZE.<sup>4</sup> EFFIE M. PIKE.<sup>5</sup> EVA MARY MOON.<sup>6</sup> EMMA WASHBURN.<sup>8</sup> EVA BOYCE.<sup>7</sup> BESSIE BEDELL STEVENSON.<sup>9</sup> WINTHROP SELDEN WELLES.<sup>10</sup> MARY FLETCHER.<sup>11</sup> ETTA MELISSA FAIRFIELD.<sup>12</sup> JOHN CALVIN HALL.<sup>13</sup> FRED GRANVILLE PATCH.<sup>14</sup> GEORGE STEPHEN HOFF.<sup>15</sup> GEORGE WARREN HUNT.<sup>16</sup> MYRTLE MARGARET LIGGITT.<sup>17</sup> HARRIET BLAND.<sup>18</sup> ELIZABETH HALL.<sup>19</sup> ELSIE PATTERSON.<sup>20</sup> AMELIA ALICE SIKKEMA.



<sup>21</sup> ANNA MABEL COOPER.

<sup>22</sup> JESSIE FELTON.

<sup>24</sup> CORA ETHEL BAKER.

<sup>25</sup> ESTELLE KATHERINE BAKER.

<sup>27</sup> EDNA BELL MICHAELIS.

<sup>28</sup> NORA MAE SIMMONS.

<sup>30</sup> BENJAMIN PERRY.

<sup>31</sup> RILEY OREN JOHNSON.

<sup>33</sup> FRANKLIN BENJAMIN CARSON.

<sup>34</sup> MARTIN LEWIS ULLENVANG.

<sup>36</sup> EMMA LOUISE LEE.

<sup>37</sup> ALICE FRANCES PHILLIPS.

WARREN H. RISHEL.

<sup>32</sup> FRANCIS THOMPSON.

<sup>35</sup> LAURA SCHLATTERER.

<sup>38</sup> GRACE FENTON.



## The Index.

## Senior Class Night—June 21, 1897.



## Program.

## PART I.

|                          |           |                             |
|--------------------------|-----------|-----------------------------|
| Piano Duet—Gaite de Cour | · · · · · | JESSIE FELTON<br>EV A BOYCE |
| Class Song               | · · · · · |                             |
| History of Class of '97  | · · · · · | GERTRUDE DARBY              |
| Vocal Solo               | · · · · · | JOHN L. COOK                |
| Class Poem               | · · · · · | WINTHROP S. WELLES          |
| Vocal Solo               | · · · · · | MARY SAGE                   |

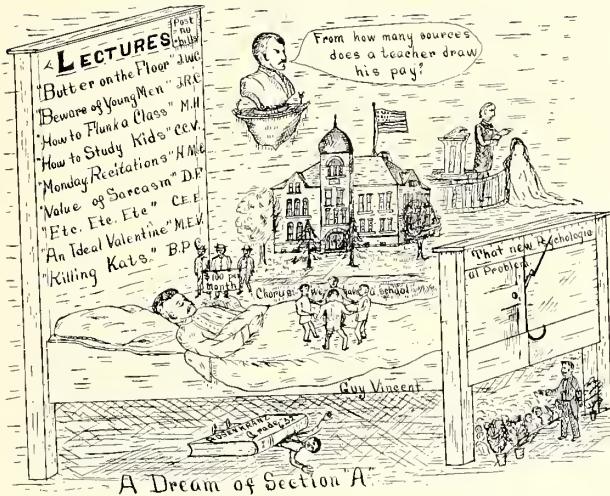
## PART II.

|                                     |           |                                                                                                                                                         |
|-------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Piano Solo                          | · · · · · | JESSIE FELTON                                                                                                                                           |
| A Lesson—The New Hiawatha           | · · · · · |                                                                                                                                                         |
| Violin Solo                         | · · · · · | JOHN L. COOK                                                                                                                                            |
| Piano accompaniment, Agnes S. Cook. |           |                                                                                                                                                         |
| Class Prophecy                      | · · · · · | OTILLIE LANGE                                                                                                                                           |
| Vocal Solo                          | · · · · · | MARY SAGE                                                                                                                                               |
| Scarf Fantastics                    | · · · · · | ESTELLE BAKER<br>ALICE PHILLIPS<br>BESSIE STEVENSON<br>ELSIE PATTERSON<br>EDITH MIZE<br>MARY FLETCHER<br>MABEL COOPER<br>BLANCHE LURTON<br>GRACE FENTON |

Accompanist, Jessie Felton.

## Senior Editorial.

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tion before us. True, never such a class as we. While we lack much in quantity of what other classes have had, no one can justly charge us with lacking aught in quality.

There was a time when we were freshmen—perhaps very fresh,—but time has worn it off, for that was very long ago. Not so long ago we entered our second year. From then our progress was more rapid—then we learned of the development and powers of mind—then we reconstructed the earth on a geometrical plan. Ah! we were very learned then, some of us, but—

Ye who belong to the class that is leaving the Normal,  
 Ye who believe in the beauty and strength of its members,  
 List its happy traditions now sung by its senior committee,  
 List to a tale of its glories in Normal, home of the happy.

We who are about to graduate salute you. We feel that we must tell you something of ourselves, that you may have something to guide you over the quicksands and shoals of school life and lead you safely to our position. We are Section A! Yet we do not feel boastfully proud or needlessly puffed up over it. Others have occupied this enviable posi-

## The Index.



"Our Mutual Friend,"

L. A. CHASE.

The end of this road is not yet found, but the aim of our trip is clearly defined in our motto: "Gladly wolde he lerne, and gladly teche."

Our work is done here and we go out to fields whitening in the harvest and waiting for our willing labor. It is with a feeling of sadness we leave you, dear old Normal, and we can fancy that you will be lonesome without us, too; that your walls will echo

"The third year comes a frost, a killing frost,  
And when he thinks, good easy man, full surely  
His greatness is a ripening—nips his root,  
And then he falls as I do."

And so it is. As Juniors, we felt that we were on the last round of the ladder but one, and now that we have attained that last round we see heights explored and unexplored which beckon to us.

The Senior Class of the I. S. N. U. is no insignificant body; indeed it is quite the opposite. In the first place, it is extremely select; the law of the survival of the fittest holds here, where in all other species of the universe there is likely to be an exception—hence our number. Looked up to as a class which the freshmen consider a stepping-stone to the highest dignity and excellence, held up as living examples of what others should become, there was danger of our falling from these dizzy heights. But now all this is past, and we are traveling rapidly along the road to glory.



Commencement Speakers.

Benjamin Perry.  
Effie Pike.

Nora Simmons.

John C. Hall.

Bessie Stevenson.

Martin L. Ullensvang.  
Wilhelmine Rhinesmith.

less joyously to others' laughs; that your doors will close less readily upon us. However, "There's a divinity that shapes our ends, rough-hew them as we may," and we must go. The alumni stands with arms outstretched waiting with its benedicite—we go—and as class after class leave your dear old halls, they will receive no warmer welcome from any than from the class of '97.

M. C.

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### SNAP CATCHES.

MISS W-LTM-NN—"Where did Marie Antoinette go after she was executed?"

MISS W-LK-NS—"My dear, I think she went to heaven."

BR-CE BR-GHT (to Miss \_\_\_\_—"Are you going to society Saturday night?"

MISS \_\_\_\_ "Yes, I'll go with you."

(Confusion, Bruce regrets his question.)

MISS C-LBY (in Criticism)—"The mere recollections of incidents of their youthful days often bring tears to the *lips* of old people."

Some German translations: LAURA SCHLATTERER—"Ich kenne alle kräuter."

"I know all cabbages."

HORACE HILYARD—"Aber der fater fuhr in der art fort, wil er begoner."

"But the father went on plowing as before."

MISS ELA (giving directions in the Drawing class)—A lady carrying an umbrella is a *very simple* thing.

## Going on From There.

You may talk about your troubles,  
Be they two or three,  
I find my greatest trouble  
With my Geography.

It's not because I cannot learn  
About the earth and air.  
It's the way my teacher looks at me  
And says, "Go on from there."

Then I stand upon my feet,  
And all the others stare.  
My lesson I could well repeat,  
But I can't "Go on from there."

Then so that all the others hear  
I say that I don't know.  
Then my teacher takes his pen  
And gives me a big zero.

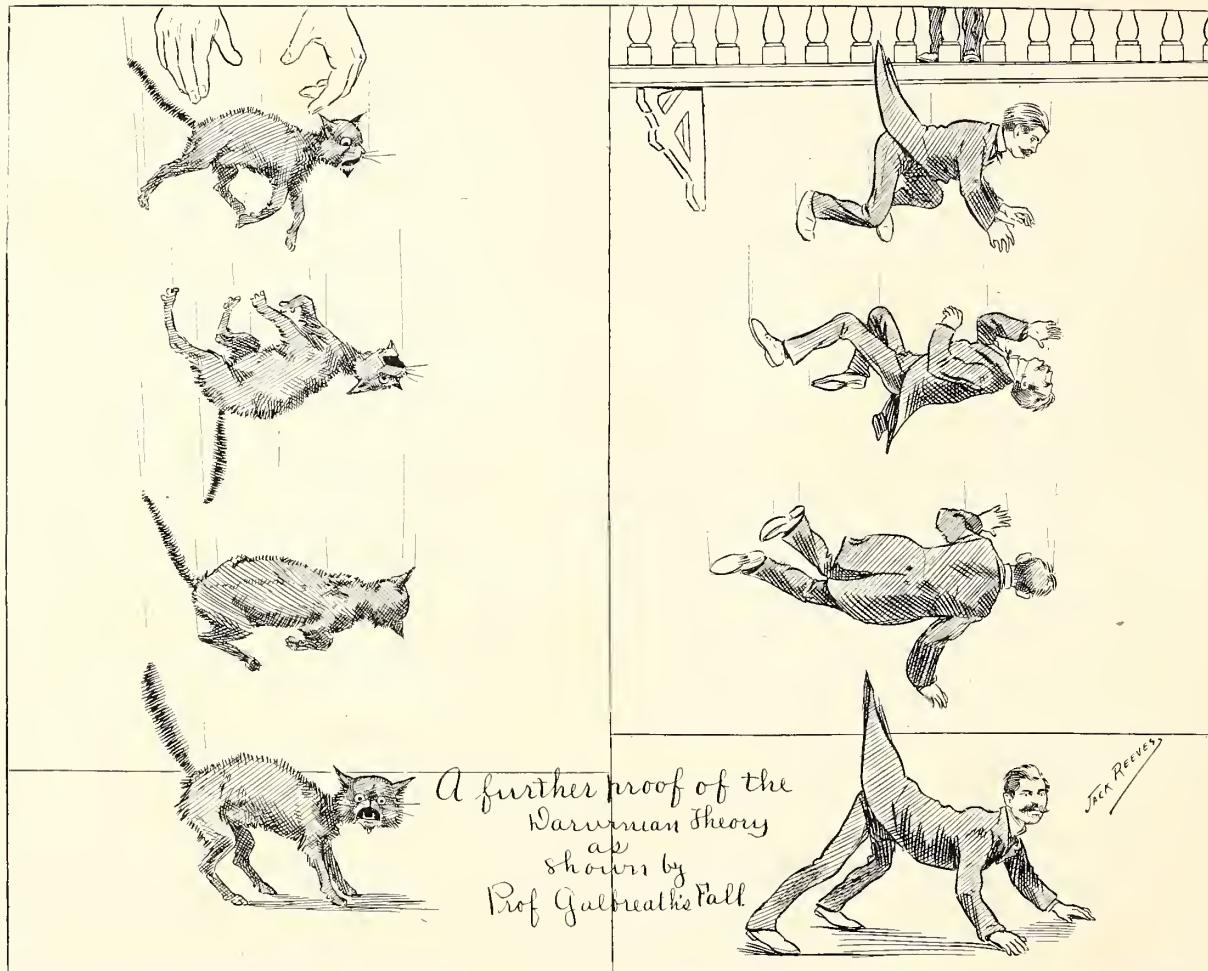
But I don't mind the zeroes—  
They're nothing, anyway.  
If I get home once again  
I think that I shall stay.

When once I get home again,  
When I reach my own home town,  
I am sure it will make no difference  
If Mackenzie flows up or down.

This earth would still keep turning  
And changing just the same,  
Even if the bay, Ureka,  
Never had a name.

And when I think it over  
My very greatest care  
Is not the knowledge that I have,  
It's "*Going on from there.*"

J. W.



## Side Talks with Juniors.



street is to be preferred in such a case.

A. B. WOLFE: 1. No wonder your friend wouldn't agree to study astronomy with you. The name should have been spelled *Mamie*, and not with two m's. 2. *Umarmt euch!* should never have been translated "embrace yourselves." A man of your experience should have known that the meaning was entirely different.

HERBERT ELLIOTT: To answer you in your own words, "Let us pause and cogitate." 1. Big words are not necessarily a sign of wisdom; as your psychology teacher would tell you, they indicate infancy. In the words of Eugene Field, "You are too young

Juniors are invited to ask questions on any important subjects relating to their happiness or general welfare. In case you desire an immediate answer, enclose a few stamps for a personal reply. Please make your questions brief and to the point. Each reader is limited to fourteen questions unless he has more to ask. Meaningless or silly questions will under no circumstances be answered.

LANSON PRATT: No, when escorting two ladies the gentleman should not walk between them. The opposite side of the

to know it now, but sometime you shall know." 2. No, you should not have applied your apperceptive powers in that way to the translation of your Vergil. Under those circumstances *ora* is not translated "eyes."

HENRIETTA PITTS: 1. Your political economy teacher was entirely correct. As he explained to you, your ring, while no doubt infinitely precious to you, may have comparatively slight economic value. 2. We cannot give addresses in these columns; ask his cousins.

JOHN P. STEWART: 1. The librarian was certainly very kind to endure you as long as she did. 2. Yes, it was truly very strange that on that morning after the Wesleyan lecture, when you were not there and somebody else was, the song "Forsaken" kept you from thinking of geometry. It is unexplainable to us.

JAMES YOUNG: It was very stupid of you to suppose that the baseball captain would break his date for the grind (especially in your favor) simply because of a broken nose. 2. See answer to H. E. Covey.

HELEN TAYLOR: We agree with Mr. Taylo. How easy it would be for you to simply drop the *r*.

WILL PEASLEY and HARRY ALLEN: A brunette looks well in pale blue, rose, and pale yellow; a blonde in cream white, heliotrope, deep pink, and scarlet.

ROY MIZE: No, if you wish to dedicate an ode to her it is not positively necessary to compare her to a flower. But by changing the accent, mignonette will rhyme very nicely with her name.

CHARLES MYALL: We know of no publishers who buy poetry by the yard. If you have it to sell in such quantities we advise you to advertise in the *Morning Call*.

NOAH YOUNG: From the enclosed production we cannot answer your question as to whether it is Cicero or Demosthenes that you most resemble. Before deciding such an important question we should have a personal interview.

WILLIAM THAYER: The announcement of an engagement usually comes from the mother of the young lady.

CHESTER ECHOLS: 1. Try dampening the hair with sugar water before curling.  
2. See answer to Harry Allen.

JOHN F. MORRELL: No, Mr. Patch will not be in school next year. Any communication during the summer will reach him at Roseville.

GEORGE F. PFINGSTEN: Your excuse was misleading. Mr. McCormick certainly thought when you said you had had the *grip* that you meant la grippe. Of course, as you say, you did have a grip—carrying it to and from Bloomington filled with materials for your contest debate,—but still the act was questionable.

B. F. CARSON: Yes, it was perfectly proper for you to get up and leave the library if the young lady looked at you.

WALTER PIKE: When the lady motioned for you to stop talking in the hall it was very silly of you to interpret the action in the way that you did.

ARCHIE NORTON: We hear that there is a department of Amorology connected with the Summer School, but we cannot give you the required information concerning it. We refer you to A. B. Wolfe or Herbert Elliott.

H. E. COVEY: We fear that we shall not be able to find the address of the Kansas girl from the mere description that she was next to the prettiest girl you ever saw, and that she smiled at you twice at the ball game.

Junior Class Night—June 19, 1897.

8:00 P. M.

“OPERA \* COMIQUE”

H.M.S. Pinafore; or, The Lass that Loved a Sailor.

ACT I.

Scene.—Quarter-deck of H.M.S. “Pinafore.” View of Portsmouth in the distance. Sailors, led by boatswain, discovered cleaning brasswork, splicing rope, etc.

ACT II.

Same scene.—Night, captain discovered singing, and accompanying himself on a mandolin. Little Buttercup seated on quarter-deck, gazing sentimentally at him.

*DRAMATIS PERSONAE.*

|                                                                      |                  |
|----------------------------------------------------------------------|------------------|
| The Rt. Hon. Sir Joseph Porter, K.C.B. (First Lord of the Admiralty) | Jno. F. Morrel   |
| Capt. Corcoran, (commanding H.M.S. Pinafore)                         | John Reece       |
| Ralph Rackstraw, (able seaman)                                       | Clark E. Stewart |
| Dick Deadeye, (able seaman)                                          | Isaac Cook       |
| Bill Bobstay, (boatswain)                                            | Roy Dillon       |
| Bob Becket, (boatswain's mate)                                       | Isaac Cook       |
| Tom Tucker, (midshipmate)                                            | Miller Hetfield  |
| Josephine, (the captain's daughter)                                  | Ora Augustine    |
| Hebe, (Sir Joseph's first cousin)                                    | Katie Foster     |
| Little Buttercup, (A Portsmouth bumboat woman)                       | Maude Corson     |

First Lord's Sisters, his Cousins, his Aunts, Sailors, Marines, etc.

Scene—Quarter-deck of H.M.S. Pinafore, off Portsmouth. Act I—Noon. Act II—Night.

## CHORUS.

WOMEN—Ella Adams, Mabel Higgins, Elsie Williams, Olive Dawson, Bertha E. Mills, Eliza Porter, Alberta Stapleton, Grace Sitherwood, Alice P. Watson, Rachel Crouch, Nellie Porter, Daisy White, Georgie Elliot, Sadie Chicken, Lida Cleveland, Etta Himes, Lura Miller, Blanche Aldrich, Nellie Merriam, Theresa Ropp, May Norwood, Elma Berry, Carrie Travis, Nano Smith, Clara Snell, Minerva Foley, Nettie Cooper, Mrs. Long, Ida Hummel.

MEN—A. B. Wolfe, Harold Edmunds, Frederick Pfeiffer, John F. Burton, Harmon Waits, Noah Young, A. Roy Mize, George L. Baker, Orville Gunnell, Walter Pike, C. Herbert Elliott, Geo. Palmer, Asa Hiet, C. Henry Smith.

ARTHUR BASSETT, Director: CATHARINE CALLAN. Assistant Director.

**SYNOPSIS.**—This well known comic opera has a pretty little story running through it, which is about as follows: Captain Corcoran, of Her Majesty's ship "Pinafore," has a young and beautiful daughter, who is sought in marriage by Sir Joseph Porter, First Lord of the Admiralty. But secretly the proud Josephine loves and is the beloved of Ralph Rackstraw, "the smartest lad in all the fleet." She tells her father of her love for a poor sailor, without disclosing his name, and gives this as her reason for refusing Sir Joseph. Her father, Capt. Corcoran, urges her to reconsider the question. Sir Joseph, with a host of female relatives, makes a visit to H.M.S. "Pinafore" to formally claim the hand of Josephine. Ralph makes known his love to his messmates and to Josephine who rejects his love at first, but when he is about to take his own life, to stay his hand, she confesses her love for him. Sir Joseph's "sisters and his cousins and his aunts" with Ralph's messmates secretly plan to take the loving couple ashore and have the ceremony performed. Their little scheme is discovered when about to be carried out, and matters are in a sad state. But Mrs. Cripps, better known as Little Buttercup, straightens matters out by disclosing a mistake made when she was "baby farming." It seems that she was the foster mother of Ralph and Capt. Corcoran, one being of "low condition" and the other "upper crust," and she had "mixed those babies up." The captain was really the "one of low condition," and Ralph the "upper crust." When the admiral learns that the captain is not of the nobility, he refuses to marry Josephine but gives her to Ralph, whom he makes captain. Corcoran takes Ralph's place as a member of the ship's crew. Corcoran consoles himself with the love of Little Buttercup, and the admiral swears eternal faithfulness to his cousin Hebe. And thus the story ends.

## OFFICERS SECTION C.

A. R. MIZE, President.  
CLARA SNELL, Vice President.  
GRACE SITHERWOOD, Secretary.  
GEO. WILSON, Treasurer.

## PROGRAM COMMITTEE.

DORA B. LONG,  
HELEN TAYLOR,  
ALICE P. WATSON,  
ABERT B. WOLFE.



## Lower Sections.

### SECTION F.

There's section C and section G,  
And sections I and J.  
There're seniors brave,  
So wise and grave  
They'd take your breath away.  
But what of these?—  
Not worth a sneeze  
Compared with Section F.

We've got a heap  
Of learning deep,  
We're versed in ancient lore:  
All tales of old  
That e'er were told,  
And some ne'er told before.  
Our deeds are famed:  
We have been named  
The brilliant Section F.

EVIDENTLY our section has a poet in its midst; in fact there are several of us who go a-courting the muse, and, as for that matter, elsewhere, too, for F-ites were never noted for their backwardness. Rather for their forwardness, some may say, and indeed we would not dispute them were it not for our inherent modesty, for a most biased perusal of the grade books will prove our standing in all classes.

Section F is made up mostly of high school graduates, many of us taking the two-years' course of study. We are acquainted with the ordinary usages of polite life, and wear not that delightfully verdant aspect of the ordinary bucolic hailing from that region lying south of the Sangamon or other unexplored parts.

We came with the idea of making use of all that Normal has to offer, and while our class and teaching work is of the highest grade, we participate heartily in the social and literary life of the school. Both societies recognized our ability when they chose four of our number for contestants in the winter struggle for supremacy. We have much talent in our ranks. Perhaps when the wheels have turned and Fortune smiled, famed orators, debaters, musicians, essayists, and poets may say, "We won our first laurels in proving Section F of '96 and '97 to be the greatest of the school."

Some of our number have information from "the powers that be" to the effect that our section is the best prepared of any class ever entering the school. Perhaps that is why we do not wear the harassed look of the ordinary student, who finds matters here so distressingly new and unfamiliar. We have all the time we need for exercise. Our girls can play basket-ball with the best of them, and our boys are not found wanting when weighed in the balance of athletics.

In every contest have we been represented; in two, the inter-society and the inter-sectional, wholly out of proportion to our numbers. Cicero looks to our boys for leaders, and the gentle Sapphonians, "God bless 'em," fail not to recognize the ability of our girls.

A precedent, we believe, has been established in the school of lapsing into sickly sentimentality in the concluding paragraph of every class editorial. But Section F is too healthful and vigorous an organization to indulge in sentiment. We have nothing to regret, and none of those popular "nameless longings" and "might have beens" assail our souls. We are realizing our aim, and have proven ourselves good students, and—  
what is worth more than all—good teachers.

C. M.

## SECTION G.

**C**ONSIDERING the sacred character and mystic meaning of the numeral 7, it is not at all surprising to find the Gem section of the Normal School represented by the seventh letter of the alphabet. Nor is it strange to note that G stands for Good, while F means only Fair. The members of this section gained admission by the presentation of appointments or by passing a creditable examination here. Besides these, her ranks were enlarged by welcoming back a number from section F who brought high school diplomas beautifully framed in gilt or tied with blue ribbons. At sight of these and the stately mien and haughty expression of countenance maintained by their proud possessors, we quaked and trembled, our knees smote together, and our feet clattered upon the floor. We of lesser intellectual stature fared as our kind have always fared at the beginning of school. Mr. McCormick's repeated admonitions to move quickly and quietly had the effect of enlarging our hands and feet to nightmare proportions, and whichever way a poor student turned, those unfortunate members were in the way and ready to bring him to grief. But these things passed away, and in due time we could even reach our own rooms without blundering into the domains of section A, and being transfixated with an icy stare as a consequence.

The members of section G are loyal to their section and societies; several of her young men have filled honorable offices in Cicero, and others have lifted up their voices in song and debate in the society halls. While she furnished no contest winners she did furnish those who held up the hands of contestants from lower sections, and helped them on to victory.

Section G owns two members of the champion basket-ball team, the smallest man in school, and the only married couple. This last is an advantage to the fortunate married man in the mathematical department, for Prof. Felmley always blames the wife for the husband's shortcomings and failures.

The students of this section possess a variety of talents, but although individual characteristics abound we have not yet developed ourselves completely in any particular department of school.

And as I arrived at this last stage of this short history, being weary, I fell asleep and dreamed, and lo! A great band of pilgrims came over the plains from the various counties called by one great mathematician, "Ignorant," and "Slow of Understanding." With one accord they hastened toward a great building beautiful to look upon, raised for the advancement of pilgrims. As they entered they were met by shining ones who spake kindly to them and promised each a priceless roll at their journey's end,—a passport unto all honor and success, if they but continued faithful.

And I saw as they advanced they came to that great hill called Difficulty, and many fell and were bruised and grievously flunked, and none did escape without a slip. Each morning the hill was climbed and the way did grow no easier, for at the summit of the hill lay a great lion, exceeding fierce, with mane bristled erect, and of such frightful look and terrific roar that every time he moved his dread countenance or lifted his tawny-shaded lip to roar, some pilgrim would flunk flat. And as they passed trembling, they went down into the valley of Humiliation, and as they went some wept, but some did laugh and say, "I'll think tomorrow. Today was not my day." Yet next morning all came to face the tawny lion again, so great was their desire for the promised roll. And at the last day I saw another band receive these rolls, and so great was their joy thereat that I and all my fellows did wish ourselves among them. M.

## THE INDEX PRIMER.



Who is this? It is our professor of political economy.  
What is he doing? He is digging Greek roots.

What does he make? He makes Normal students unhappy and \$2,000 per year.

Is he happy? O, yes. He is serving his economic interests, and the poor teachers can now buy fish to eat.

He will use this as an illustration for his class, happy class:

digging

Greek roots

Normal students

unhappy

serving

economic

interests

illustration

happy class

Who is this? It is our professor of political economy.

What is he doing? He is digging dandelion roots from his yard. After he is done he will sow grass seed, bought at the Normal price.

What does he make? He makes \$1.00 per day.

Is he serving his economic interests? Oh, no. He is minding his wife.

professor

doing

digging

roots

grass seed

Normal price

minding

wife



## SECTION H.

THE INDEX man got after me  
One bright and balmy day,  
And with a smile he did beguile  
Me in a pleasant way.

Said he, "You know, my dear young friend,  
We're writing up a book,  
Things bright and terse of prose and verse;  
How do you think 'twill look?"

He told of the sayings bright  
For which he was in quest,  
How sections were contributing  
Their wisest and their best.

And then remarked in winning tones,  
"Now, don't you think that you  
Might try a line of rhythmic rhyme  
On some bright topic, too?"

And when he mentioned something bright  
Of *Section H* I thought,  
For tell me where, from far or near,  
Can a brighter thing be brought.

Oh, there are other sections  
Who assume a wiser air,  
Whose works, no doubt, may earn the shout  
Of praise they fain would hear.

But with all their looking owlish  
And pretense of erudition,  
They know full well they cannot tell  
Measurement from partition.

We cannot boast of contests won  
By schemes, or pure ability:  
We have not yet a coronet  
Awarded for subtlety.

We have not wandered 'mongst the stars  
In thoughtful emulation  
Of those who rise up to the skies  
In eloquent oration.

But when it comes to push and vim  
And getting out of spelling,  
We do our best and lead the rest  
In a way that's worth the telling.

We have not rocked the building yet  
 From turret to foundation,  
 By brilliant words that might have stirred  
 The heartstrings of a nation.

But we've learned the motions of the earth,  
 "Revolutin" and rotation,  
 And something new I'll tell you, too,  
*Rain's caused by condensation.*

There, INDEX man, I've said enough,  
 You may predict the rest;  
 You asked me for some poetry,  
 And I have done my best.

When I had told the INDEX man  
 What I have told to you,  
 While mild surprise shown in his eyes,  
 He bade me an

ADIEU. G. W.

## I REMEMBER.

I remember, I remember  
 Many things I have forgot.  
 I remember, I remember—  
 And still I know them not.

I remember, I remember  
 One time when I got nine  
 I remember, I remember  
 All the fives it seemed were mine.

I remember, I remember  
 When I peeped into his book,  
 I remember, I remember—  
 O, if I could forget that look!

I remember, I remember  
 The string of fives I made,  
 I remember, I remember  
 Some goose eggs too, it layed.

I remember, I remember  
 I wish I could forget.  
 I remember, I remember  
 That I haven't carried yet.

## SECTION I.

IT IS said that the typical new student resembles most of all that well-known tree, the *evergreen*. So be it. We fain would rest content with the universal (?) verdict, and it seems hardly necessary to add that the memory of our brilliant achievements here in the way of recitations will be *ever green* in the minds of those who read and hear of this wonderful section I.

We came in the chilly days of early spring, if not literally from all parts of the earth, at least from all over our beloved state. The old students welcomed all of us kindly, even if they did laugh the first few mornings when at roll we responded to such names as Margaret Henrietta Josephine Alexandrina —, and no wonder. Many of them are actually so fond of us that they are retaking studies in our classes, just to show how we must do. Their kindness and thoughtfulness is appreciated very much. We have attended their societies and sociables, including the "grind," and have enjoyed them very much, especially the latter. Though the president's reception has not yet been attended, that pleasure is looked forward to with great anticipation.

With feelings of greatest modesty it can truthfully be said that section I students are, individually and as a body, fully as dignified looking (if not more so) as any other section. For are they not the eyes (I's) of the school, and is not that the most important part? But when it comes to knowledge—well, that's different and must be passed over quickly, for it is usually supposed the world in general, and especially students, are constantly progressing. But lo! section I seems to be an exception, for we are kindly told our knowledge of arithmetic is just what it was twenty years ago. How encouraging!

How forcibly the old remark "Music hath charms," etc., was brought to mind, when one day in the midst of a heated discussion as to "whether our ideas die or not," some very charming music was heard. The effect was instantaneous. The discussion ended and peace reigned once more. The unknown friends have our heartfelt thanks.

But what is lacking in other branches is made up in geography. The progress made here is truly remarkable. After taking a farewell look from the summit of Mt. Brown we start on our long journey, first stopping in Mayne and after enjoying a couple of Sail(e)s on its beautiful lakes, we Paas on to Johnston after the Maile and then on to Wheeler, where some fine Baldwin apples were obtained. Among the company making this journey are two Kings and a Miller. Though we have many Shields from Petty troubles there was a little trouble about Sparks from passing trains. But the most annoying thing was when we were left over night in a Marsh.

Meanwhile the section goes on, and you, kind reader, if you have patience enough, will some day see (at least it is to be hoped so) the members of this particular section gradually climbing the heights of fame until they have surpassed all others. And by means of the useful knowledge obtained here filling many important positions, though no doubt they could do that now if the positions could only be obtained.

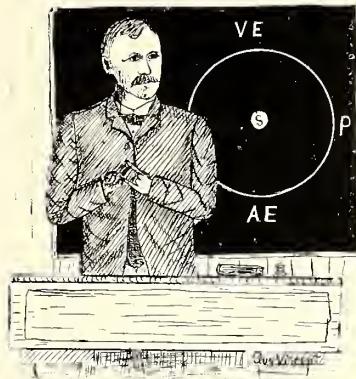
And in conclusion we would say to those who follow in our wake, take us for your "ideal." If you should fail, and quite likely you will, don't be discouraged, but just say we will try, try again, and perhaps some day we will at least do half as well as they, though we cannot hope to attain the prominence they will.

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We have no measure for beauty as we have for distance, time, potatoes, etc. We do not say a foot of beauty, a pound of beauty, a quart of beauty, etc. Sometimes we say a hundred and forty or fifty pounds of beauty.

C.

## THE INDEX PRIMER.



Who is this? It is our professor of mathematics. What is he doing? He is telling about the world in its baby stage. At one time the earth had an ice cap on the south pole. This moved the center to one side. Then the earth waltzed near the sun. The cap was melted, and Noah built his ark.

Does the professor know anything else? Oh, yes. He knows that the people say in Bureau county, what they do in McLean county, and what they think in Hancock county. He also knows that you can't teach an old dog new tricks. He thinks Portia deserves greatness for her knowledge of school law. He is a nice man.

Portia  
school law

Noah  
flood

old dog  
new tricks

Who is this? It is our beloved professor of school law.

What is he doing? He is illustrating glacial action.

Is he conscious of his aim? Oh, no. He is doing this unconsciously, but in this he is the true teacher.

Is he thinking of geometry and algebra and glacial action? Probably not. Perhaps he is thinking of something he learned in his youth.

|              |               |
|--------------|---------------|
| beloved      | unconsciously |
| professor    | teaching      |
| illustrating | thinking      |
| glacial      | something     |
| action       | learned       |



## SECTION J.

"The rag-tag and the bob-tail."—*Prof. F.*

**W**HAT if we do walk under such a long and heavy title! We are carrying it just as well as others who have gone before us. We don't want a better title. It is the way the monarch carries his crowned head that makes him king, really. The man dignifies the title, and not the title the man. Well, as a class, Section J can do the same and dignify its title. The "rag-tags and bob-tails" find it easy to step in the tracks of those who have just passed on—Section H. We've been hanging on by their coat-tails and we're coming through.

When we burst upon Normal in all our beautiful verdure, (other green similes may be added at pleasure,) we set before us a code of rules to regulate our growth. Supposing that we are not all the "rag-tags and bob-tails" that will be gathered and be bound together in one mighty bundle here, we leave some of our experience formulated into a code for the coming harvests of "rag-tags and bob-tails."

## WHEN YOU GET OFF THE CARS.

Remember the fellow who came to you on the train the last few minutes, and smiled at you as he bowed down to ask you whether you were going to Normal—he's after you.

Look Solomon(ized).

Don't start out on a run as you get off the cars, for somebody will catch you, sure. They are all runners (for clubs).

You don't need to stay and watch the depot till somebody comes for your trunk. Your trunk won't be very likely to stroll far down town—it's too nearly busted.

Remember you are not walking in the cornfield now. Don't drag your number 10½ along the pavement.

## BOARDING CLUBS.

Do not make previous arrangements about your boarding place, but when the grasping club steward meets you at the train with an appearance of being over-fed—don't go with him. Go where they don't seem so fat. They are waiting for you there. Then when you arrive remember to say "yes'm" and "no'm" just like you've been used to, and sign the constitution. (Better do it while you have one.) "Know all men by these wild looks, that Jonathan Marcius Applethorn is a member in good appetite of this beanery."

At the table you will observe these precepts:

1. To leave aught is treason. Eat all you get.
2. The Lord helps them that help themselves.
3. "Git a plenty while you're a-gittin'."
4. "Be careful and act nice."

We are led to think that our course at school has been properly directed. We have not found it necessary to keep track of the hours of our recitations. All those minor details are attended to by the professors. We have observed that the athletic association loves a giver, cheerful or otherwise, and more than once has driven us to the expediency of a sight draft on the "bank." In the societies we have distinguished ourselves, when we struggled to our feet and with a death-grip on the chair just ahead in a desperate gasp proclaimed, "I second the motion!" In spelling, that we might not seem over-ambitious, we have endeavored not to outdo section A.

As rag-tags and bob-tails we know ourselves to be in the chrysalis state, yet some of our members have sprung some full-fledged jokes, not all of which have kicked back at the springer.

Sections H and I, having passed into the larva state, are, we suppose, by this time "scorning the base degrees by which they did ascend;" but we believe we are bringing up the rear with quite as much distinction as they did. And so, kind friends, if you are still alive after reading all these dry editorials, just reflect how green and full of wanton verdure the last section is and be refreshed. Remember, we'll get dried out some day, and get our turn at section A. Good-bye.

G. S.

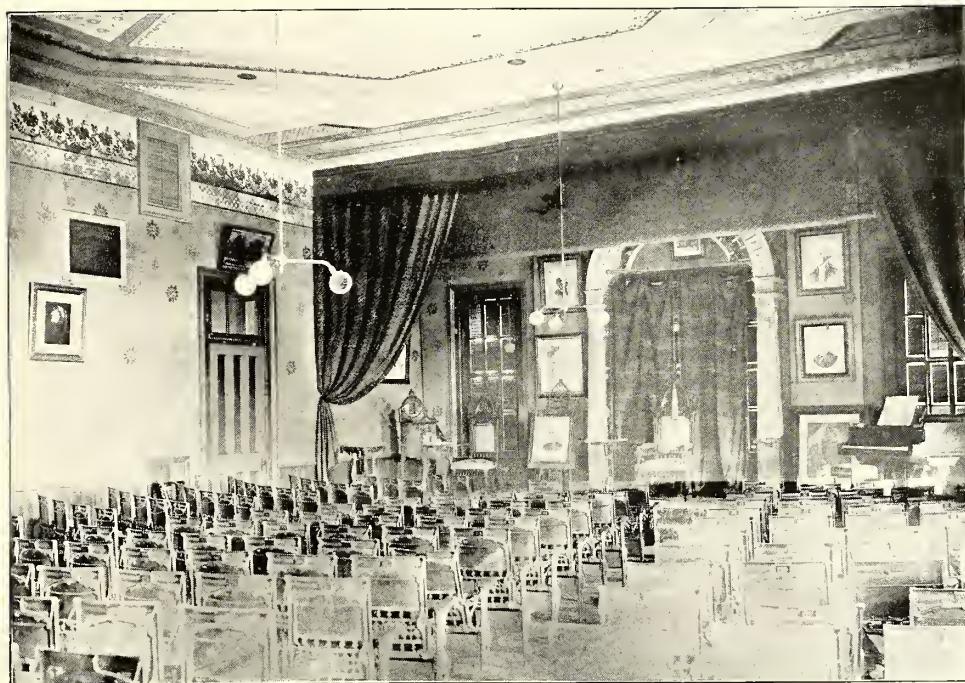
## Philadelphia.

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One more year of school life at Normal is drawing to a close. The fall of '96, with its joys and sorrows, its hopes and disappointments, its victory and defeat, has faded into the past, and left upon the record pages of Philadelphia and Wrightonia the story of another contest. The winter term of '97 broke over us while, as yet, no ray of hope fell across the shattered ruins of defeat. The third, the fourth, the fifth time in so many winters that the banner of Philadelphia has gone down to defeat upon that historic platform in Normal Hall! And now we are called upon to send forth our annual greeting upon the pages of this, the INDEX of '97.

It might seem that, with this record of five successive defeats, your patient scribe ought to fall back gladly for inspiration to that happy period, when, time after time, in quick successive years, the victory cry of Philadelphia echoed and re-echoed over the fallen crest of vanquished Wrightonia. Those were joyous days of victory; but inspiration or not, we shall not recount them here. Why need we to repeat the oft-told history of the society, glorious record though it may be? The history of the organization, the early struggles and the good work of Philadelphia in the past has appeared in former INDEXES. It is so well known or is so easily accessible for those who are not acquainted with it, that we deem it better here to turn attention to the present and future. They are what we, our friends, and our friendly foes are most concerned in.

Thanks to the efforts and sacrifices of members who have gone before us, the Philadelphian society is now upon a firm financial basis. About 200 term tickets have been sold for each term of the school year just closing. This number will represent approximately the attendance at each meeting. As our seating capacity falls somewhat short of being 200, the hall, many times, has been uncomfortably crowded. When the gymnasium is completed—(When!)—the science department will be moved and one society will have for its hall what are now the laboratories and the museum room. The other society will have a hall, equally large, by taking out the partition that separates the present halls.



Philadelphian Hall.

But we are not looking so much to these things as we are to the character and effects of our work, and not to the work of the past but the work of the present, both for its own sake and for its relation to the future of Philadelphia and of society interest in the school. A careful observer—one neither a Philadelphian nor a Wrightonian—has remarked that indications point to a decline of interest in society matter here, such as has taken place in many other schools. Whether this be a well-founded observation or not, we wish to maintain that high interest and excellence in society work that has distinguished the Normal in the past. And instead of two hundred regularly attending members we want to see just one-half the students of the school pouring into our hall every Saturday night. Instead of program committees running students down to go on the program, we wish to see them worried by applicants for places. Instead of a limited number standing upon the platform we wish to see new faces constantly appearing before us. There is a sentiment among the boys of the school, at least, that before anyone appears on the program of either of the large societies he ought to spend some time in Cicero. With due respect to Cicero, we state most emphatically that this is an ill-grounded and mistaken idea. Our real mission is not to furnish entertainment, but to give experience, practice, opportunity for our students to stand upon their feet, to assert themselves, to become firmer and broader minded men and women.

With this mission and future inter-society contests in view, Philadelphia is now doing *work*. Keeping in mind the lessons of the past—lessons taught us both by victory and defeat at contest time, as well as those homelier, more subtle bits of experience picked up in ordinary society work, we are making the present a sure and safe stepping stone into a future more in keeping with Philadelphia's old-time prestige, while sometimes the lines of Arnold's *Sohrab*--

For we are all like swimmers in the sea,  
Poised on the top of a huge wave of fate,

come to us and we feel like applying them to our own condition, yet we do not forget that *fate* is but that eternal chain of cause and effect which pervades all things—even normal schools and society matters. Certain forces are at work in Philadelphia the effects of which are sooner or later revealed outside of the society hall. These forces are many and varied, but their effect may be summed up in two words—*more power*. More power to the individual, more power to Philadelphia, more power to the school, more power to society!

A. B. W.

## ❖ ❖ SWINGING ❖ ❖

I am swinging alone tonight,  
Out under the beautiful sky.  
The moon bathes the world with light,  
While the clouds float silently by.

Fleecy and dim and white,  
Or heavy and thick and gray,  
No pause in their onward flight,  
Not for a moment they stay.

Sometimes they almost hide  
The face of the stately queen;  
But I know she still wears a smile  
As she peeps through the rifts between.

Sullenly drift the clouds:  
Darker and thicker they grow:  
The shadows around me crowd,  
And it seems they will never go.

I think of the sorrows and cares  
That keep drifting into my life;  
My heart grows full of fears—  
I am tempted to give up the strife.

But the clouds keep moving on,  
And the sky is clear and blue;  
The moon sails forth again,  
And my heart takes courage new.

The affairs of the world go on,  
Nothing with us will stay.  
Today may be full of grief,  
Tomorrow, happy and gay.

So I swing in my hammock tonight  
And gaze up into the sky,  
At the moon so fair and bright,  
And the clouds that keep passing by.  
N.V.H.

## The Wrightonian Society.

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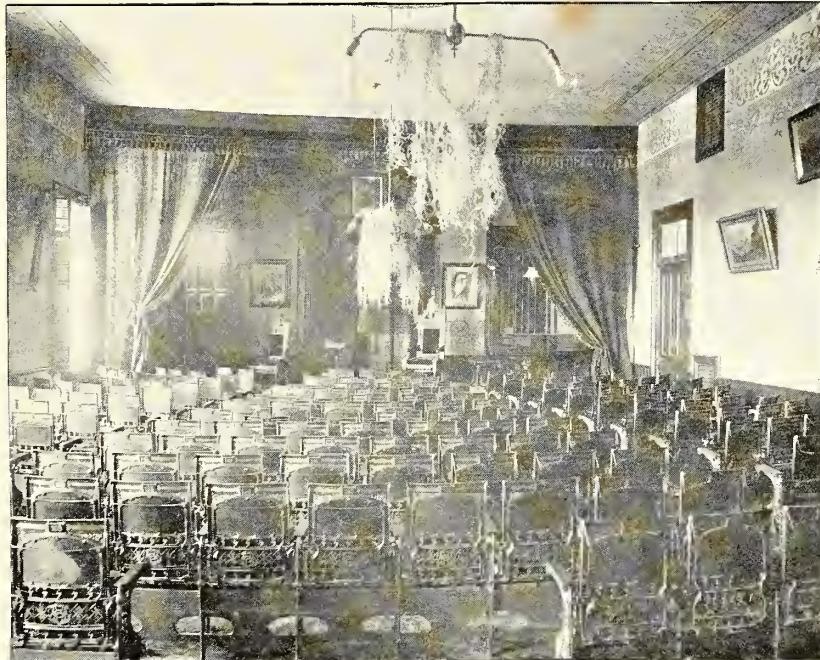
"Tis not in mortals to command success;  
But we'll do more, Sempronius—we'll deserve it.

—Addison; *Cato, Act I, Scene 2.*

Thus far our fortune keeps an upward course,  
And we are grac'd with wreaths of victory.

—Shaks.; *3 Henry IV, Act V, Scene 3.*

THE fall term opened with flattering prospects for Wrightonia. Mr. Geo. Hunt, the "boy" president-elect, had during the summer vacation "become a man." Many loyal Wrightonians, energetic society workers of former years, came back to resume their studies and to assist the society in winning the Annual Inter-Society Contest. The membership from the entering sections was larger than ever before, and the society spirit the new membership brought with it was equally remarkable and encouraging. The president had spent a portion of his vacation in making a study of the interests and the resources of the society and in devising a definite plan of organization. This plan had in view, first, the creation of a higher standard of literary work in the society, and second, by means of the quality of this work to win for Wrightonia the Thirty-sixth Annual Contest. The plan met with the hearty approval of all interested in the welfare of the society, and it was immediately put in operation. Officers and members are alike to be commended for the energy with which they set to work. The new members were rapidly enlisted and soon the society's forces were under-



Wrightonian Hall.

going the necessary disciplinary drill. The wisdom of pursuing such a course needs no comment. The result of the contest, supplemented by the testimony of those who participated in the preliminary exercises, is sufficient evidence to convince the most skeptical.

The Saturday evening programs have been of the highest character throughout the year, and deserve especial notice because of the number and quality of the original exercises given. That so much interest was shown in this line of work may be attributed to the fact that the members of the program committee made every reasonable effort to seek out and induce to appear on the program, all who might be possible candidates for places on contests, that their respective merits might be considered by the membership of the society. This led to a number of spirited debates early in the year, and also to the delivery of some of the best orations it has been Wrightonia's fortune to hear for several years, at least. One of the principal elements which has entered so largely into the success of this year's society work, was the fact that the society contained no "cliques" or "rings" to dictate who should or who should not be contestants, who should or who should not hold office, or whether or not such and such a policy should be inaugurated. Every aspirant for a place of trust or honor stood upon his own merits. Every policy was subjected to the closest scrutiny, and the voice which said "yea" or "nay" in every instance, was the voice of a majority of the members who took an active interest in the affairs of the society.

Another factor of our success was the magnanimity of spirit shown by those who were disappointed because they were not chosen for office or place on contest, or because the measures which they advocated were not accepted. Invariably these members turned their energies toward the consummation of the plans advocated by the leading members and accepted by the majority. And it is to this spirit, second only to the ability of the society's representatives on the platform, that Wrightonia owes its glorious achievements of the past year.



Gypsy Camp.

Pantagraph Ptg. & Sto. Co.

Some of the entertaining features of the progress during the winter were farces and living pictures. Of the plays, "A Gypsy Fortune-Teller" and "A Proposal Under Difficulties" were the best, and the skill with which these were presented speaks well for the ability of those who impersonated the characters represented in them.

The most important event of the winter term was the contest between section C and the lower sections. This occurred on the last Saturday evening of the term. In many respects this contest was as interesting as the Inter-Society contest, and the successful management of it was in large part due to the executive ability of Miss Elizabeth Hall, the president for that term.

The distinguishing feature of this contest was the debate, which was won by the lower sections, as was also the contest. Mr. Cook, in announcing the decision of the judges, paid the four young men who participated in the debate a very high compliment, by saying that it was as good a debate as he had heard from that platform in many a day.

Mr. H. E. Covey was elected president for the spring term, and under his direction and by the aid of the corps of assistants he appointed to the various committees, the society work of the term has been of good quality and the interest manifested has been very encouraging, considering the season of the year, when there are so many other attractions as outdoor sports, for instance, to draw upon the attendance.

On May 22, Normal Hall was filled almost to its capacity with an audience eager to hear the faculty read "As You Like It." As is usual, the readers creditably acquitted themselves, and the audience was duly appreciative. Wrightonians are always grateful for these entertainments and look upon them as of the highest instructive character.

[C. A.]



Miss Colby gives  
the business mgs  
her idea of the  
really comical.

## The Contest.

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**W**HEN, in the course of society contests, one society whitewashes the other, and when, as does the writer, you happen to be a member of the other, great must be your patience if you would retain your standing as a respectable citizen.

To you the decision seems one of those inexplicable occurrences that every one but yourself loves to discuss. As you go along the street with a yard-stick face, you are sure to meet your jovial friend, his countenance wreathed with smiles. His first question is, "How did the contest suit you?" You look him squarely in the face, pretend to enjoy the joke, grin, bear it, and pass on; then, when you think no one is near, you kick yourself, or want to, and pour forth your pent-up sympathy for yourself, in euphonic words of assorted sizes and doubtful origin, and think you're getting comfort. Talk about irony! What is dramatic irony, or the irony of fate, compared with the irony of a judge's decision! To the class who have experienced feelings similar to these, the writer belongs. He does not claim to be unprejudiced, but trusts that what he says may be the general verdict.

Let us pass over without elaboration the many thrilling experiences of the contest committees, interesting and numerous wranglings with the President of the University, midnight prowlings of the chief society moguls, spirited discussions in the postoffice, candy bets, and final oyster stews to heal old wounds and make past differences as but a dream. Is it possible those experiences are gone forever? Shall we never look upon them like again? Perhaps we may next fall.

The first feature of the contest, the debate, was especially commendable. The debaters had been selected two weeks earlier than usual, and the challenge debating system was carried out in detail for the first time, each of the four main speeches having in its turn been submitted to the opposing side, and the closing speeches each submitted to the

President for approval. The main advantage of the system is that it ensures a clashing of argument; and that is a thing people enjoy. Of course it has some disadvantages. The affirmative, for instance, must furnish the first speech to be subjected to the united cannonade of two negative speakers, receiving in turn the right to answer them in one speech only—their second; for, as the present contest rules are interpreted, new argument introduced by the second negative must stand absolutely unanswered. Hence the negative will always keep their best new argument until their second speech, and thus generally decide the debate.

Unfortunately the program could not be carried out completely. Miss Hawkes, the Philadelphian contestant, had been called home a few days previous by the fatal illness of her brother. Miss Augustine, suffering with a severe cold, substituted in place of her intended solos a short refrain from "Asthore." The instrumentalists did their parts very well and the judges spoke in highly complimentary terms of the skill displayed.

The essays were beautiful productions. They were so radically different in treatment that it is hard to discuss their relative merits. The orations were well written. Mr. Price held the closer attention of the audience at first, but his oration was rather too long. Mr. Echols treated ably a subject of peculiar interest.

The recitations were delivered in a simple and natural manner so often sacrificed by Shakespearean reciters. As the work of amateurs they were fine.

Personally, the writer thinks the contest was a success—*i. e.*, until the judges' decisions; even they had a good element, for there was not a single unanimous decision during the evening. The Wrightonians won every point. Still, somebody had to win; and it seems somebody did. But another contest is coming.

[W. F. P.]

CONTEST RECORD.

|                                 |     |
|---------------------------------|-----|
| Number of contests,             | 36  |
| Number of ties,                 | 3   |
| Contests won by Philadelphians, | 15  |
| Contests won by Wrightonians,   | 18  |
| Points won by Philadelphians,   | 114 |
| Points won by Wrightonians,     | 117 |
| Philadelphians "whitewashed,"   | 3   |
| Wrightonians "whitewashed,"     | 1   |

# Thirty-Sixth Annual Contest

## PROGRAM

Philadelphiaans Lead in all Exercises.

### Violin Selection

MR. HERSEY

Accompanist, MRS. HERSEY

### Debate\* "Resolved: That the Government of the United States should own and manage its railroads"

Agreed interpretation: "Own and manage its railroads" to mean own, operate, and control the railroads within its borders

Affirmed, LYMAN H. COLEMAN A. ROY MIZE

Denied, JOHN C. HALL GEO. C. STOKES

### Vocal Music

{ (a) Summer Days Are Coming *Mendelssohn*

{ (b) Florian's Song *Benjamin Godard*

JESSIE HAWKS.

### Vocal Music

{ (a) Murmuring Zephyr *Adolf Jensen*

{ (b) My Heart at Thy Sweet Voice *C. Saint-Saens*

ORA M. AUGUSTINE

### Essay

"The Short Story"

JOSEPHINE LESEM

### Essay

"The Poetry of Mathematics"

HELEN MARY TAYLOR

\*Philadelphiaans submitted question.

### Reading

{ (a) Merchant of Venice  
(b) Henry VIII.

MRS. DORA B. LONG

### Reading

Selection from Othello

GRACE SITHERWOOD

### Instrumental Music

{ (a) A flat  
(b) Tarentelle

*Chopin*  
*Thome*

MAY HAYNIE

### Instrumental Music

{ (a) Valse Arabesque *Th. Lack*  
(b) If I Were a Bird *A. Henselt*

HALCYONE HUSSEY

### Oration

Napoleon Bonaparte

HOLLIS H. PRICE

### Oration

The Destiny of Religion

CHESTER M. ECHOLS

## JUDGES.

### LITERARY

O. T. BRIGHT, - - - - - Chicago  
STANLEY MCKAY, - - - - - Bloomington  
HIRAM B. LOOMIS, - - - - - Chicago

### MUSIC

MRS. GEO. COEN, - - - - - Normal  
MRS. B. S. GREEN, - - - - - Bloomington  
MRS. ROBERT COITH, - - - - - Chicago



### Contestants for '96.

Hollis Price.  
Dora B. Long.

Mae Haney. John C. Hall. Helen Taylor. A. Roy Mize. Halcyone Hussey. Geo. Stokes. Ora Augustine.  
Lyman H. Coleman. Grace Sitherwood. Chester M. Echols.  
Josephine Lesem. Jessie Hawkes.

## Y. M. C. A.



I. E. BROWN

The present State Secretary of Illinois Y. M. C. A.,  
and president of the Normal Association  
twenty-five years ago.

the ethical and spiritual training shall not receive due attention. I am strongly convinced that at times this threatened evil becomes a reality. Culture, at least in some cases, becomes an instrument of selfishness, instead of a power for righteousness and good will. Now, as I understand the matter, the purpose of the Christian Associations is to counteract this evil. It is to turn the attention of young people to the higher and nobler possibilities of their being."

Since the organization in 1872 the members have been characterized as men of untiring energies, self-sacrificing, ever ready to give of their time and ability for the good of their fellow-students.

Of the many organizations connected with the Normal School, there is none, perhaps, of more importance than that of the Y.M.C.A. It is recognized by students and faculty as an institution that, in its quiet and unassuming way, builds up the moral and religious sentiment of the school. Dr. Richard Edwards says: "In our system of education we lay great emphasis upon intellectual culture. We endeavor to give strength and precision to those powers of the mind by which facts are mastered and relations are apprehended. And this is good. Indeed, it is excellent. But in our intense desire to accomplish this result, there is danger that

During the past year the association has been wonderfully blessed. The members and officers have been men who were full of the spirit of the Lord, and who spent much time in prayer for the good of the association and the salvation of the boys in school. The association has enjoyed the hearty support of the faculty, both in the way of valuable suggestions and financial help.

The average membership for the year has been about fifty-five. The average attendance at the Tuesday evening meetings has been about twenty-seven. The financial committee has been untiring in its efforts to meet the wants of the association. Through the efforts of the several members of the committee, nearly if not quite enough has been raised to meet all expenses of the association, besides paying off a debt of about thirty dollars carried over from last year.

The most notable event of the year was the celebration of the twenty-fifth anniversary of the association, on Sunday, January 31, in the Normal Hall. This was indeed a gala day in the history of the association. The program consisted of music by the Y.M.C.A. quartette and short addresses by I. E. Brown, state secretary of the Y.M.C.A.; Dr. Richard Edwards, ex-president of the University; Dr. Edwin C. Hewett, also ex-president of the University; Prof. Henry McCormick; Pres. John W. Cook. The pastors were invited to participate in the celebration, which they very cheerfully did.

In the afternoon session the hall was filled with a very attentive audience. The evening session was held in M. E. church. Rev. R. A. Brown gave a short talk on the relation of the Y.M.C.A. to the church. I. E. Brown following gave a very interesting address on what the Y.M.C.A. was doing as a whole over the world. The results of the meeting were very satisfactory. The citizens of the town and the students of the school realized as never before the vastness of the work that the Y.M.C.A. was doing.

President Cook says: "It is probable that this movement has been as valuable in its relations to the student as it has in any other department in which it has exercised its wholesome sway. Generally, young men and young women who are in attendance upon educational institutions are removed, at least to a considerable degree from the

influences and restrictions of home. They feel, in a sense, relieved from certain obligations which have been forced upon their consideration in the circles in which they have been reared and in the communities in which they have dwelt. When the Young Men's Christian Association, therefore, entered the educational institutions it called upon the young men to renew the obligations which they had assumed in the home and in the local church, and to stand especially for the religious idea where the religious idea did not receive the highest degree of respect.

There was a sort of courage, a kind of heroism manifested by the devoted students who constituted the center of the religious movement in this institution twenty-five years ago, and who made Christian associations not only possible, but popular institutions in these later times."

Last year the association sent, as delegates to Lake Geneva conference, Arthur Boggess, the president of the association, and Winthrop S. Welles. They received much good from the trip, and came back filled with new ideas and plans for the good of the association. The Bible class this year has been very successful, notwithstanding the difficulty encountered as to a time of meeting. Most of the year's work has been spent in the book of Job. Prof. Galbreath, in his power as a teacher, has succeeded in revealing to the class the marvelous beauty of the book far beyond what was ever dreamed of by the class. The committee on Bible study is now considering a plan for the next year's work which promises to increase the interest and attendance. The plan is about as follows: Lay out a regular course of study to extend throughout the year, and arrange with members of the faculty to take charge of the classes, at regular stated times.

During the year there has been growing interest in the association work. A number of conversions among the boys is directly traceable to the work of the association. The membership has steadily increased throughout the year. The association expects to send two delegates to the Geneva conference this summer.

The present officers are: President, C. Henry Smith; vice-president, Louis Klaas; recording secretary, Edward Luke; corresponding secretary, Albert E. White; treasurer, O. N. Robison; chorister, John Reece.

G. S. H.

## Y. W. C. A.

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**T**HE ladies of the Young Women's Christian Association greet the readers of THE INDEX for 1897 with songs of praise for the blessings of the year just past.

Three of these blessings are the three presidents which the year has held:

Miss Isabelle Ward, a student of rare capacity and deep spirituality, was compelled to leave school at the close of one term, and Miss Eva Campbell, chosen as president in her place, was also forced to leave after serving one term, having won the hearts of all the young women with whom she came in contact. Miss Myrtle Fairchild was then elected for the remaining two terms of the school year, and has done most excellent work. With an earnest spirit, thoroughly consecrated to her "Father's business," she accomplishes much.

The attendance at the regular Tuesday evening prayer meetings was usually good, and in many of the meetings we felt the presence of the Holy Spirit.

Two of our members attended the convention held at Geneva in the summer, and the influence from that assembly has been felt ever since. Echoes from Chancellor McDowell's famous address are still heard, while the new life gained by the delegates has imparted strength to the whole association.

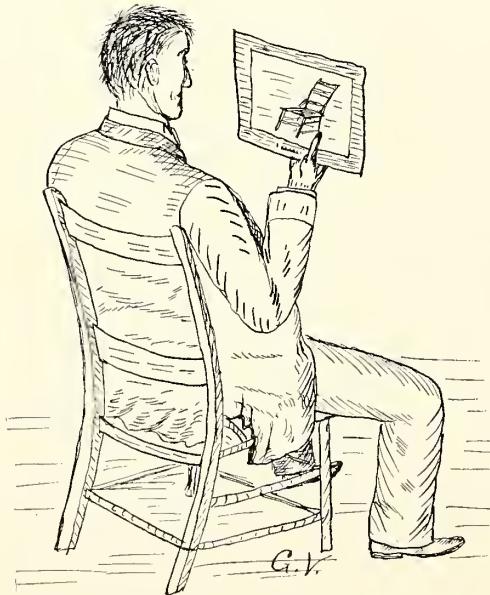
The financial standing of the home association is fair, and the funds for state and world's work were paid more promptly than the year before.

Thus the yellow gold is not omitted while beautiful rosy hues come from the four socials held during the year. The reception given in the fall term to the ladies of the school by the Christian Association was a very delightful affair. From 3:30 until 5:30 the girls received their friends and served popcorn and sociability in abundance.

The missionary, Bible-study, membership, religious meetings, and inter-collegiate committees add tints and shades of orange, blue, green, indigo, and violet to the yellow and red of the finance and social committees, thus making a mosaic in many ways imperfect or marred by bungling work, yet here and there reflecting the light from the Sun of Righteousness.

Earnest desire for better work and more consecrated lives insures greater blessings for the future, and the Young Women's Christian Association of this institution wishes to "prove the Lord of Hosts if He will not pour out such a blessing that there shall not be room enough to receive it."

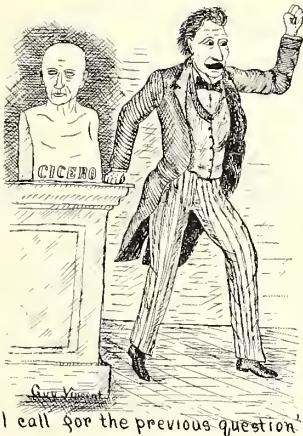
[M. C.]



### HENRY STOUT'S LAMENT.

A half a day I labored, with the very greatest care,  
To make the thing above look some like a chair.  
'Tis hoped Miss Ela when she looks will kindly sympathize.  
And gaze not at its poorness, but with philanthropic eyes.  
And if but five she puts it down, I tell you sure as fate  
The recording angel up above will surely give me eight.

## Ciceronian Society.



who have contributed much to the enjoyment of the programs, by their skill in music, are to be mentioned Messrs. Pfeiffer, Wright, Hess, Cook, Stewart, and others.

As heretofore, one of the most interesting and profitable features of the society's work has been the model senate meetings. These were particularly exciting during the fall term, when political interest was very intense. A bill for the free coinage of silver was discussed with great fervor during two meetings of the senate and then defeated at

Doubtless the different historians who from year to year are called upon to chronicle, for the school annual, the events of the Ciceronian society, feel moved to say at the very outset, "This has been the best year in the history of the society," so the writer for the INDEX of '97 will discard that statement as too commonplace to characterize the record of this year. Certain it is that the year in "Cicero" has been a profitable one. Much good, substantial work has been performed by the boys of the school, from the humblest beginner in section J, to the most exalted member of the senior class. The programs during the year have been very strong. The debate has been a prominent feature, and many who had never participated in a formal argument have, through their work in the Ciceronian society, become skillful debaters. The society has been very fortunate in the quantity of musical talent which it has possessed. Among those

## \* \* NAMES OF BOYS \* \*

1 Harold Edmunds,  
 2 James S. Conard,  
 3 J. H. Arnett,  
 4 Thomas Campton,  
 5 James Young,  
 7 Herbert Elliott,  
 8 Louis Galbreath,  
 9 Frank L. Wilson,  
 10 Franklin B. Carson  
 11 Hiram Barkmeier,  
 12 Ira Patingill,  
 13 A. B. Wolfe,  
 14 Tom Barger,  
 15 S. J. Brooks,  
 16 Robert L. Sparks,  
 17 J. B. Morton,  
 18 Solomon H. Dewhirst,  
 19 Clyde Burtis,  
 20 William Fry,  
 21 Henry McCormick,  
 22 George M. Palmer,  
 23 Willard Lindsay,  
 24 Bruce Bright,  
 25 George L. Baker,  
 26 J. J. Camp,  
 (Above 26) Edward Luke.  
 27 A. B. Hiett,  
 28 Frank Stewart,  
 29 Howard A. Stotler,  
 30 John L. Pricer,  
 31 W. S. Welles,  
 32 Roy A. Mize,  
 33 George W. Hunt,  
 34 Stanley T. Cavins,  
 35 Frank Patterson,  
 36 A. E. White,  
 37 R. O. Johnson,  
 38 Noah Young,  
 39 Forrest Bullock,  
 40 W. E. Waterman,  
 41 Clark Noble,  
 42 John P. Stewart,  
 43 Dalton McDonald,  
 44 George S. Hoff,  
 45 Solon E. Conard,  
 46 George B. Madden,  
 47 Archie Norton,  
 48 William F. Cavins,  
 49 S. C. Clark,  
 50 Reuben Kofoid,  
 51 Arthur Wilson,  
 52 M. F. Pringle,  
 53 Adam Hummel,  
 54 Orville J. Gunnell,  
 55 William Crocker,  
 56 Walter Sale,  
 57 M. L. Ullensvang,  
 58 William J. Jacob,  
 59 Henry Ness,  
 60 Martin Morissey,  
 61 George W. Solomon,  
 62 Ardie Hess,  
 63 Roy A. Dillon,  
 64 Gale Smith,  
 65 A. D. Hamilton,  
 66 Albert Renneis,  
 67 Roy H. Jones,  
 68 Joe McKnight,  
 69 Cary Conger,  
 70 W. J. Jeffries,  
 71 William Victor,  
 72 Edward Weber,  
 73 John C. Hall,  
 74 Dillon Burroughs,  
 75 Henry Walter,  
 76 Alvis J. Marxer,  
 77 Henry W. Hausen,  
 78 Ralph McGuffin,  
 79 Walter Pike,  
 80 Finis L. Gammill,  
 81 Fred A. Baker,  
 82 Jerome Reidheimer,  
 83 H. E. Covey,  
 84 Louis H. Klaas,  
 85 William F. Nail,  
 86 Ira Dodson,  
 87 Clarence M. Petty,  
 88 Charles T. Bowman,  
 89 Walter H. Beam,  
 90 Harvey Urban,  
 91 W. Webster Hartsell,  
 92 Oscar Adams,  
 93 Robert F. Doud,  
 94 Ira S. Virtue,  
 95 Simon E. Naffziger,  
 96 George W. Wright,  
 97 Frank C. Hayes,  
 98 Isaac Cook,  
 99 William Hawkes,  
 100 John Dewhirst,  
 101 Leroy A. Mills,  
 102 George F. Pfingsten,  
 103 Hy C. Jaeckel,  
 104 William E. Bennett,  
 105 Thomas D. Miner,  
 106 John F. Burton,  
 107 John Linnabary,  
 108 J. W. Jackson,  
 109 James W. Wilson,  
 110 Fred E. Carroll,  
 111 Perry Hilyard,  
 112 H. H. Price,  
 113 L. W. Grosscup,  
 114 Aylmer Evans,  
 unnumbered  
 William J. Jaeckel,  
 115 Edward Musskopf,  
 116 Walter Houghland,  
 117 John D. Shoemaker,  
 118 C. R. Wakeeland,  
 119 H. M. Hilyard,  
 120 J. F. Morrell,  
 121 B. Perkins,  
 122 J. W. Kern,  
 123 Vincent Shinkle,  
 124 Harry Miller,  
 125 George S. Wilson,  
 126 J. Ward Bloomer,  
 127 David B. Owen,  
 128 Fred Patch,  
 129 Myron D. Taylo,  
 130 C. Henry Smith,  
 131 Charles Gott,  
 132 Harry Wilson,  
 133 Russel Damson,  
 134 John E. Shields,  
 135 Charles B. Jackson,  
 136 Charles H. Spencer,  
 137 Harmon Waits,  
 138 Lanson H. Pratt,  
 139 Emery A. Crowl,  
 140 Fred Pfeiffer,  
 141 Robert S. Wynd,  
 142 Guy S. Burtis.



the last meeting in October by a majority relatively as large as that which crushed the same principle in the nation on the following Tuesday. Among the prominent Democratic leaders were: Price, Miner, Pike, Robinson, Crowl, and Bright. The Republican cause was upheld by: Eastwood, Bennett, White, Dewhirst, Dewhirst, Palmer, and many others. So popular did the model senate become, that towards the close of the winter term an attempt was made to amend the constitution so that the model senate would meet once in two weeks instead of once in three weeks, as at present. A very large number were in attendance when this amendment was voted upon. A lengthy and spirited discussion was held. The "antis" seemed to put forth the best argument, for although at the beginning of the discussion the majority favored the amendment, the result of the vote was: Yeas, 32; nays, 48. This despite the fact that the amendment counted among its supporters the gentleman from the law school, and other eloquent speakers. Among the many excellent speeches made in opposition to the amendment, one by Mr. George Hunt stands preeminent for its clear, cool, strong, common-sense presentation of the objections to the plan. This speech doubtless won many votes.

Political excitement has been very high in Cicero this year. There has not been an election in which the two parties did not bitterly contest every inch of the ground. Though the Liberals have ruled during a greater portion of the time, the elections have been very close, the majorities on the head of the ticket running as low as three. In one case the election resulted in a tie, Mr. Elliott and Mr. Pfeiffer each receiving 54 votes for president. At the second election Mr. Elliott was successful. The following are the presidents of the year in their order: H. H. Price, Liberal; J. T. Johnson, Liberal; Geo. Baker, Liberal; B. E. Eastwood, Ciceronian; C. H. Elliott, Ciceronian; J. W. Bloomer, Liberal. The following are the presidents of the Model Senate: Thomas Miner, Liberal; H. H. Price, Liberal; Walter Pike, Liberal. Besides the above named, the following are active Ciceronians: Geo. Hunt, John Hall, Clarence Bonnell, Leroy Mills, C. H. Smith, and O. R. Wiley. Liberals: Young, Young, Bright, White, Bennett, Crowl, Houghland, Dewhirst, Dewhirst, King.

Some have been inclined to question the advisability of permitting politics to play so important a part in the society's work, but it has been found that the rivalry between the parties is one of the greatest stimulants to growth in the society. During the year the system of voting has been greatly improved by the adoption of the Australian ballot system.

Other items worthy of mention in this record are the reception given the Ciceronian society by the Sapphonian society during the fall term, and the return reception given by the Ciceronians on May 14.

In closing this report, we look back with pride over the work of the year and wish for our beloved society many more years of prosperity and usefulness.

P. S.—Since the above was written, another election has been held, in which the entire Liberal ticket was successful, Mr. Thos. Miner being elected president for the last half of the spring term.

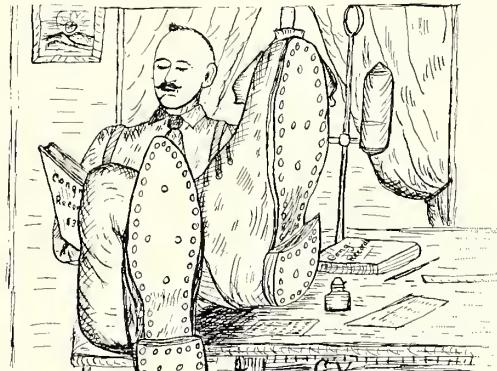
A. E. W.



Miss B-e-l;—"Oh! that there might be three Sunday nights in one week."



Dr. Talmage doesn't wish to give Simmons 75¢ to hear his own lecture.



Pingsten studies the Chinese-Question with his whole soul.



Sapphonian Society.

Photograph by A. S. Co.

## Sapphonian Society.

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|                                    |                                     |
|------------------------------------|-------------------------------------|
| <sup>1</sup> Emma Anderson,        | <sup>24</sup> Cleora A. Worth,      |
| <sup>2</sup> Elma Berry,           | <sup>25</sup> Mary Hasbrouck,       |
| <sup>3</sup> May Norwood,          | <sup>26</sup> Bessie Stevenson,     |
| <sup>4</sup> Effie Pike,           | <sup>26</sup> Jennie Bear,          |
| <sup>5</sup> Edna Fritter,         | <sup>27</sup> Clara Snell,          |
| <sup>6</sup> Jessie Gray,          | <sup>28</sup> Laura Burnett,        |
| <sup>7</sup> Helena Woltmann,      | <sup>29</sup> Miss Colby,           |
| <sup>8</sup> Mamie Fletcher,       | <sup>30</sup> Miss Hartman,         |
| <sup>9</sup> Edith Mize,           | <sup>31</sup> Lizzie Nimmo,         |
| <sup>10</sup> Elizabeth Hitchcock, | <sup>32</sup> Elizabeth Hall,       |
| <sup>11</sup> Emma Lee,            | <sup>33</sup> Ida M. Burlingame,    |
| <sup>12</sup> Frances L. Strong,   | <sup>34</sup> Ella Adams,           |
| <sup>13</sup> Nellie Fincham,      | <sup>35</sup> Theresa Ropp,         |
| <sup>14</sup> Elsie Patterson,     | <sup>36</sup> Ottolie M. Lange,     |
| <sup>15</sup> Bertha Mills,        | <sup>37</sup> Fannie E. Morse,      |
| <sup>16</sup> Etta Himes,          | <sup>38</sup> Elma Edmunds,         |
| <sup>17</sup> Berneice Rose,       | <sup>39</sup> Adelaide A. Grassman, |
| <sup>18</sup> Luvicy Carter,       | <sup>40</sup> Caroline Clark,       |
| <sup>19</sup> Mary E. Fisher,      | <sup>41</sup> Anna Cronin,          |
| <sup>20</sup> Josephine Lesem,     | <sup>42</sup> Louis Franklin,       |
| <sup>21</sup> Sallie O. Leischner, | <sup>43</sup> Alice F. Phillips,    |
| <sup>22</sup> Clara Fritter,       | <sup>44</sup> Estelle Wilson.       |
| <sup>23</sup> Nancy Cooper,        |                                     |

## Sapphonian Society.

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EVERY student in the Normal School must be a member of at least one literary society, either the Wrightonian or the Philadelphian, but those who are numbered among Sapphonians are so from choice. This means that every member of this society is an active member; that each Sapphonian chooses the line of study in which she is specially interested and helps and is helped by others of the same taste.

At present there are five committees regularly at work,—the literature, music, woman's work, current history, and athletic. The number of committees is not limited, but others may be organized any time the girls feel the need of them. Each member may belong to more than one committee, if she chooses.

The various departments have found their work both profitable and enjoyable the past year. Regular meetings are held once in two weeks by most of the committees, and a program is given at least once a term by each department.

The literature committee, which is reading the tragedies of Sophocles, has given three programs during the year. The first was upon the Attic theater. We found it very helpful to study the plan of the theater itself, the relation of the chorus to the play, and of the play to Greek life, before our reading began. The second program was a reading of *OEdipus, the King*, each member of the committee being assigned some part, and the third program was a reading of *Antigone*. Besides these plays, *OEdipus at Colonus* and *Philoctetes* have been taken up at the regular committee meetings with Miss Colby, which we all enjoy so much. Our year's reading of Sophocles was preceded by a study of the *Iliad*, and will probably be followed by a year with Euripides.

The athletic committee, although a new one, is quite promising. The girls are now being initiated into the mysteries of baseball,—as a science, however, and not as an art,—and will undoubtedly be able to watch the games with much greater appreciation hereafter. Along the historical line, the Olympian games are receiving some attention. This phase of the work goes very well with the study of the Greeks done by the literature committee. Thus the principle of correlation is not ignored in our course. Miss Cook is giving valuable assistance to this committee, and good work is being done.

The music, woman's work, and current history committees have all given some excellent programs. Much of the work done by the department of woman's work has been in social science, which in some degree compensates for the lack of a special committee in that subject this year.

Sappho's chief aim is not to please and entertain, but to improve and help. Yet this does not imply that we emphasize the intellectual to the exclusion of the social life. Ever since Sappho was reorganized on the plan of a woman's club, the social feature has been a prominent one. In fact, the social is a regular half-hour's prelude to every program. Then at the beginning of each term all the girls of the school spend a pleasant evening together and lay a good foundation for the term's work by getting acquainted. In the fall term Sappho gave Cicero a reception, at which all present seemed to have a thoroughly good time. In order that all these occasions may be as enjoyable as the one this year, Sappho will hereafter try to plan her receptions at a time when Mr. Chase can be present to enliven the company. The annual reception which Cicero gives Sappho in the spring term is always looked forward to with pleasure, which realization usually does not lessen.

All loyal Sapphonians feel that their work and associations with each other are among their most helpful experiences in the institutional life here. Long may Sappho prosper and give inspiration to her daughters, who in turn are to be leaders in Sapphonian societies wherever they go.

[C.M.S.]

## Basket-ball.

THE INDEX is a chronicle, and the chronicles of the year would be historically and lamentably incomplete without some record of happenings of basket-ball. The Normalites were initiated into its pleasures and pains in September of '96. This was a long-felt want, as up to this time the boys had had their baseball and football and the girls had had—nothing. The enterprising girls who inaugurated this delightful game will always be known as the "Pioneer Team." By the end of the winter term twenty teams had been organized. During the spring term it was not played to so great an extent on account of the heat.

Normal had few games with other schools, as their aim was exercise and not glory. They had no reason, however, to be ashamed of the outcome of these few. The games and scores were as follows:

| GAMES.                               | SCORES. | GAMES.                                | SCORES. |
|--------------------------------------|---------|---------------------------------------|---------|
| October—Wesleyan first team .....    | 6       | October—High School second team ..... | 4       |
| Normal first team .....              | 4       | Normal second team .....              | 2       |
| Wesleyan second team .....           | 0       | November—Wesleyan first team .....    | 0       |
| Normal second team .....             | 2       | Normal first team .....               | 2       |
| October—High School first team ..... | 0       | Wesleyan second team .....            | 2       |
| Normal first team .....              | 0       | Normal second team .....              | 6       |

During the latter part of the winter term all the teams contested for the championship of the school. In this contest the team winning the greatest applause of those present was probably the "Red and White Team," so called from large bows of red and white ribbon which adorned them on this occasion. The "Red and White Team" and "Pioneer Team" were unable to score against one another, which necessitated another struggle. The fates seemed to favor the "Red and White Team," who rounded out the game with a score of twenty-three to eight, thus gaining for them the title of champions of the year. The player most worthy of mention in any team was Miss Margaret Andrews, the pride of the "Red and White Team." Her ability to catch any ball within



Pantograph Ptg. & Sta. Co.

Basket-ball Team of I.S.N.U.

|                                 |                                  |                          |                                    |
|---------------------------------|----------------------------------|--------------------------|------------------------------------|
| Elizabeth Hall,<br>Goal Thrower | Jessie Turnbull,<br>Goal Thrower | Rachel Crouch,<br>Rusher | Elizabeth Hitchcock,<br>Rusher     |
| Minnie Herrington,<br>Rusher    | Maude Corson,<br>Guard           | Frank Dillon,<br>Coach   | Alice Sikkema,<br>Center (Captain) |
| Margaret Andrews,<br>Rusher     | Rachel Staten,<br>Mascot         | Rachel Staten,<br>Mascot | Martha McNaughton,<br>Substitute   |
|                                 |                                  |                          | Theresa Ropp.<br>Guard             |

Winners in Tournament, Winter Term, '97.

twenty feet of her in any direction, her quick judgment, her true aiming in throwing the ball, caused praise to be sung to her name by everyone. The only way to get ahead of her was to get her "rattled."

Many a time have the girls held their breath in their sleep as they seemed to see the ball spin 'round and 'round the rim of the basket, and then, as if to defy them, calmly drop on the outside. Then the dream changed. They seemed to be in a geometry class. Suddenly the sphere, about which they were stating geometrical truths, turned into a basket-ball. First it rose high up, and then there was sinking—but alas! 'twas not the ball, but only Professor Felmley's pencil to put down a five. The poor, haunted dreamer would groan and turn over, to be confronted by the basket-ball rolling about among Latin verbs or pedagogical researches.

Despite all this, the girls will always remember with pleasure their good times in the gymnasium; and ever will Mr. Dillon rise up before them, smiling at some particularly brilliant play, or frowning disdainfully as he cries, "Both on the same side," to two girls struggling for the ball.

How enjoyable were the times with the apparatus after the basket-ball hour was over. Then would the girls come flying down on ropes and ladders from the gallery above, amid screams and laughter. Most popular of all at first were the rings, and the girl who could go all the way down without pushing was exalted in the eyes of all. Gradually the favor turned to the slippery pole, the parallel bars, and the turning pole. Some of the girls managed to jump nearly four feet, and felt quite proud of their feat (feet). The horse was a general favorite. Ask some of the athletic girls the name of the person who never could get her feet through the horse (r-A-g-s-i-e). Ask in what delightful way they got down from the turning-pole when it was too high to jump; especially (e-r-e-t-P-t-s). Ask any basket-ball player how long there will ring in their ears the piercing cry of "Min! Min! Min!" from M-r-a-e-A-d-e-s. Don't ask anyone how often "That's my ball," came from a-s-W-i-e. Speak to Miss Turnbull or Estelle Baker, if you would like to learn the art of throwing the ball in the basket.

The pet yell of the Normalites in their games with other schools was:

"Hippity! hippity! hippity! hop!  
Normal! Normal! right on top.  
Hippity! hippity! hippity! whoop!  
————— in the soup."



Pantograph Ptg. & Sta. Co.

Basket Ball Team of I.S.N.U.

Daisy White,  
Rusher

Blanche Aldrich.  
Rusher

Elsie Patterson,  
Goal Thrower

Helen Taylor,  
Goal Thrower

Henrietta Pitts,  
Rusher

Margaret Wallace,  
Rusher

Alice Phillips,  
Center

Alice Watson,  
Guard

Bessie Stevenson,  
Guard (Captain)

Secured second place in tournament, Fall Term '97.



Mr. Wiley  
sitting  
fence  
waiting

## INDEX PRIMER.



This is Mr. Wiley.

What is he doing?

O, he is sitting on the fence.

Is he waiting for someone?

Yes, he waits on the fence sometimes.

Isn't that nice of him? I wonder what he is thinking about now. How forlorn he looks. Is Mr. Wiley a good friend of someone's?

O, yes; you must see them sometime.

O! O!! There they come now. A tall girl and a short girl. I wonder who they are?

|           |       |
|-----------|-------|
| sometimes | tall  |
| thinking  | short |
| about     | girl  |
| there     | nice. |

## Baseball.

THE coming of the bluebirds indicates the introduction of baseball into University circles, and the present spring is no exception. The contestants for the team have been many and it can be safely said they are the best who have ever made the endeavor to gain honors upon the team. Each day has been taken advantage of, and when the final choice came for the team it was no easy matter to make the selection. But the best of spirit prevailed, and the vanquished await with patience the time when they will be the vanquishers. The association is backed by a greater membership than ever before. The faculty and students have given their heartiest cooperation to the enterprise, and this alone has made the undertaking a success. Never before has the spirit been so high. All are alive to the necessity of a good ball team and are doing their best to elevate the standard. A coach has been supplied who understands the game. Heretofore Normal's baseball has been conducted in a loose manner, but this year the board of control obtained the services of Mr. George Green, who knows baseball and is interested in the success of Normal's "white stockings." Two hours are spent each day in practice, during which he as coach has complete control and gives them the discipline which is necessary to win.

Normal's baseball nine will meet all comers. Last year's record, considering the disadvantage to which the team was placed early in the season, was a success; but this year's team, assisted by veterans H. and A. Wilson, Moulton, Stewart, Taylo, Price, and Morton and under the excellent discipline of Coach Green, will try to surpass all previous endeavors in baseball.

H. P.

James Young demonstrates a problem: "This is right, this is right, this is right, therefore—by ging, that is right."



Pantograph Ptg. & Sta. Co.

Base Ball Team, 1897.

|                     |          |                      |                   |                 |                       |         |
|---------------------|----------|----------------------|-------------------|-----------------|-----------------------|---------|
| Green<br>A. Wilson. | Stewart. | Hummel<br>Houghland. | Morton.<br>Price. | Patch.<br>King. | McCormick.<br>Marxer. |         |
|                     |          |                      | Musskopf.         | H. Wilson.      |                       | Taylor. |

## Track Athletics.

---



decided success in every way. The records made were good, and compare favorably with those made at more noted colleges. Many of our students come from the farm, and it may be said that these generally make the best athletes; for their early training gives them endurance, strength, and determination.

Until about two years ago all our athletics consisted of baseball and football. During the spring term of '95-'96, those interested in track sports started what was known as field day. Those students who competed successfully in any of the athletic events on these field days, received for their efforts some prize. These prizes were given by the merchants and tradesmen of the cities of Normal and Bloomington. These gifts served as a sort of advertising scheme for the merchants, and thus they hoped to be remunerated.

During the last two years in which we have had field events, such events have been a decided success in every way. The records made were good, and compare favorably with those made at more noted colleges. Many of our students come from the farm, and it may be said that these generally make the best athletes; for their early training gives them endurance, strength, and determination.



Track Team.

Barger. McGuffin. Moulton. Watermann. Evans. Bloomer. Thayer.  
Smith. Norton. Hess. Conger. Robison. Dillon. Taylor.  
Noble. Morrell. Cavins.

## Faculty Game.

Big game  
About to play  
Faculty  
And Section A.

Great game.  
Quite a treat.  
Wonder now  
Who will beat?

Manchester  
At the bat;  
Hit the ball.  
Where's it at?

Welles caught it,  
That's the way;  
Whoop, hurrah  
For Section A!

Melville  
Bruised the ball:  
Out on first,  
That was all.

One more—  
Van Liew,  
Bad luck,  
Went out too.

Side out  
That will do;  
Faculty  
Looking blue.

Welles fouled,  
Caught 'im out;  
Hunt hit,  
Mighty shout.

Another strike,  
Hot chase;  
Man failed  
To reach the base.

Hoff to bat,  
Stood nigh  
Watched the strikes  
Going by.

Struck out,  
Side retired.  
Hot game,  
Much admired.

Galbreath,  
Big man,  
Hits the ball  
When he can.

Coaching first.  
No harm—  
Go down  
With his arm!

Wise men—  
Ball adepts.  
One adopts  
The formal steps.

Third base,  
Runner's spurt;  
Van Liew  
In the dirt.

Out and in  
Pretty quick;  
Scores now  
Getting thick.

Good man  
In the box;  
Many strikes,  
Few knocks.

Hall played  
Behind the bat;  
Puts 'em out  
Pretty pat.

The angle man  
In the field  
Caught a fly;  
Crowd squealed.

Game done,  
Sakes alive!  
Faculty 6  
To 25!

W. S. W.

## Grammar School.



THIS department is pleasantly located on the upper floor of the Practice School building. The large and elegantly finished assembly room, together with the sunshine which streams into the south windows, make it an inviting and cheerful place. Any one who doubts that this is a *real* live school needs only to become acquainted with the boys and girls, the young men and young women who daily assemble here, to have his doubts removed.

The pupils may be placed in three groups. The Grammar group consists of the sixth, seventh, and eighth grades. The pupils get a good common school education and are fitted for the High School. The Preparatory group are given a thorough drill in the

common branches and fitted for the Normal School. The High School class consists of pupils who have completed the work in the grades and are pursuing High School studies.

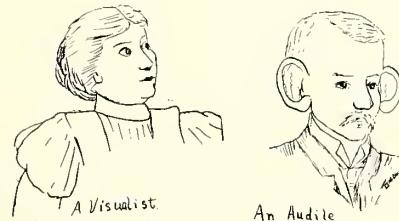
The tuition is \$9.50 for the fall, and \$7.75 for the winter and spring months respectively. Pupils of the sixth grade pay only \$15 a year; or \$6.00 for the fall term and \$4.50 for the winter and spring terms respectively.

Pupils are admitted from other schools by examination and on their previous records and placed where, in the judgment of the principal, they can do the best work. Promotions are made whenever pupils are capable of doing well the work of an upper grade.

Each year finds some changes and additions to the course of study. This year systematic science work has been placed in each grade. Two terms of Elementary Geometry have been substituted for two terms of Arithmetic in the seventh grade. In the eighth grade two terms of Algebra for two terms of Arithmetic. Instruction in Physical Culture is given both girls and boys daily. Likewise instruction in Vocal Music is given a part of an hour every day. Drawing, and water color in the spring term, find their place in each day's work.

The pupils find pleasure and recreation in the literary programs which they give from time to time, in basket-ball in the winter months, and in baseball football, and tennis during their respective seasons.

A. H. M.



## GRAMMAR SCHOOL NOTES.

The watchword of Prof. Melville has served from September until June. It reminds us of a quotation from a favorite poet, "and every word of its jubilant tongue was *system, system, system.*"

## The Library.

PERHAPS the most popular place about the institution is the library. It is visited by more people and during more hours in the day than any other department of the school. Our students are gaining in appreciation of our facilities for reference work, and are reading more and learning more than ever before. Ever since the library has been organized a few have appreciated it and used it constantly; now the majority of the students take advantage of this greatest of aids for school work, society work, and general culture. Last year the circulation of books outside the reading room was 25,000, and this year it has been 30,000 volumes.

Not only has the library grown in popularity; it has increased its number of volumes and improved its methods of work. During the past year 476 bound volumes and 600 pamphlets have been added, so that the total number of books is 10,476, and of pamphlets is 3,100. The system of apprenticeship has been enlarged, so that there are now five unpaid apprentices besides the five regular assistants. Some of the younger members of the practice school are doing this work very satisfactorily.

Although the library has advanced very rapidly since its organization, the prospects are good for a still greater improvement. The crowded condition of the present quarters in the main building will be greatly improved when the new gymnasium building is completed. The whole of the first floor will provide plenty of space and splendid light, and will be greatly appreciated by both librarian and students.

Another new feature has been the establishment of a library committee, consisting of the heads of the departments. This committee suggests desirable books to be purchased, and so avoid any useless expenditure of the funds.

May the library continue to prosper as it has in the past, and may its influence be the means of starting other libraries in the smaller schools throughout the state, and so may many more children learn to live in the great world of books.

J. G. B.

## The Vidette.

THE school paper is a fountain of interest and enthusiasm for all other student enterprises. It is the one to which all others contribute, and from which they draw new inspiration. It rallies the students to the support of the various organizations of the school, and then in turn draws from them its own life and importance.

Being thus a common doorway to all these secondary institutions, and a constant stimulant and support to each, as well as a true exponent of the real character of the school, *The Vidette* has to each class of its readers a value beyond our power to estimate. By it the new student is early made familiar with the vast privileges of the school and is urged to make the best use of them. The society worker or the athletic enthusiast here finds encouragement and guidance, and is afforded an opportunity to appeal to his fellows for support. Former members of the school, whether graduates or undergraduates, find in the columns of *The Vidette* much that delights them and that renews their loyalty to the school, and especially to the literary societies.

While thus through this medium, *The Vidette*, the different classes of students and the various departments of the school are acting and reacting upon each other, with so much harmony and mutual benefit, the paper itself is becoming a record of the life of the school; more natural than any historian could picture, for it is the "fruit" by which we are to judge and know the tree. We are thus unconsciously revealing to the world about us our peculiar characteristics as a school in a manner that can not be misunderstood or mixed with prejudice.

Since we value *The Vidette* so highly as the organ of the school, we are truly proud of its present standing; we are glad that in each year of our acquaintance with it we are able to descry marks of improvement, and surely the past year has been no exception. The number of special issues during the year, considering the excellencies of each,

is certainly a mark of improvement. The athletic number, with its full-page pictures and its full list of notes and articles on the various phases of athletics, was very much appreciated, and was surely a strong stimulant to that association. The Y.M.C.A. number will be preserved by all who received it for the valuable material it contained. The annual contest number, by its artful criticisms of the productions, served as consolation to the defeated and a real help to all interested. Among all the special numbers, perhaps none will be prized so highly, and certainly none are so handsome, as the inter-state oratorical contest number. With its beautiful colored pictures, and cuts of the orators and of the different school buildings represented in the league, also the orations and notes on the contest, it is a treasure that every Normalite is proud of. This is evidenced by the fact that, including those sent to other schools of the Inter-state League, there were published and sold over twelve hundred extra copies, besides the seven hundred sent to regular subscribers. The commencement number, yet to be published, will make the fifth special issue of this year.

Certainly Mr. Welles, the editor-in-chief, deserves much credit for his splendid efforts to make *The Vidette* the live and spirited paper that it is. With his jovial and purely original style and his earnest and fearless manner he has succeeded in making the editorial columns of great interest and value. The literary productions have been largely by the students. The society and athletic notes have been full and very helpful, the association notes have been well edited, and the local, undergraduate, and alumni notes have been very complete. The business department has been skillfully managed by Mr. Fred Patch. Notwithstanding the scarcity of money and the extra expense of the special issues, he will leave the finances of the paper better than he found them. The alumni editor, Mr. A. H. Melville, the exchange editor, Mr. C. M. Echols, the association editor, Mr. Clarence Bonnell, the society editor, Miss Elizabeth Hall, and the local editors, Mr. Geo. L. Baker and Miss Alice Watson, all deserve much credit and the gratitude of the entire *Vidette* reading host for the very excellent paper that they have given us.

J. P.



### Vidette Staff.

A. H. Melville, Alumni.    C. M. Echols, Exchange.    Geo. L. Baker, Local.  
Elizabeth Hall, Society.    Alice Watson, Local  
Fred G. Patch, Business M'g'r.    W. S. Welles, Editor-in-chief.

## The Oratorical Contest.

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THE spirit of oratory at the I.S.N.U. has been greatly intensified during the past year, due, perhaps, more to the "Beach Prize" than anything else. On Friday, February 13, it was found necessary to hold a preliminary contest, as there were more applicants for the local contest than the constitution specifies. The orations had been previously marked on thought and composition, and when the grades on the delivery of recitations given at the preliminary contest were averaged, it was the decision of the judges that Messrs. Pike, Covey, Palmer, White, Wolfe, and Echols were to contest on Saturday, February 27, to determine who should be our winner and representative at Emporia.

Although not greeted by as large an audience as our orators deserved, an enthusiastic company gathered in Normal Hall to hear the contestants.

Mr. Pike, although having the disadvantage of coming first, by his earnest and decided manner showed in his oration, "The Civil Value of Man," that the tendency of all nations has been toward a republican form of government.

Mr. Covey followed him, with "Kings Among Men." Mr. Covey contended that "He is king among men who toils faithfully and honestly for his fellow men, and his country." "The Future of Cuba," by A. E. White, was well delivered, and listened to attentively. The next speaker was Mr. Wolfe. In his oration, "Environment and Heredity," Mr. Wolfe showed logically and clearly that man's life is shaped both by environment and heredity.

Mr. Wolfe's production won for him first rank in thought and composition, and he won second rank in delivery. Mr. Palmer's oration, "True to Self," was well written, and pointed out that whatever else one might be, he ought to be true to self, and be a man. The "Destiny of Religion," by Mr. Echols, was the last oration given. His easy manner, his voice, and his strong, earnest delivery won for him first place in delivery. As his oration received second rank in thought and composition, he tied Mr. Wolfe for first rank. Resorting to the method of percentages, Mr. Echols was found to be winner, and the representative from Illinois to Emporia. After the intellectual feast, the judges on delivery, members of the faculty, members of the alumni, the oratorical board, and a few undergraduates met in the drawing room to enjoy the physical feast which had been provided. President Cook gave the address of welcome, and Mr. J. J. Sheppard replied to it. The judges on delivery, Messrs. Inglis, Goodrich, and Glover, each made a few remarks, and the opinion of each was that the contest had been a decided success. They were pleased to know that our orators had a natural and not an assumed delivery. Our toastmaster, Mr. G. W. Reily, called upon Mr. Flemming to respond to "Oratory;" Mr. Melville, "A Daniel;" Mr. Sutherland, "Remnants;" Mr. Templeton, "What These Walls Have Heard." Each made an enjoyable talk, and Mr. Beach, in reply to the call of Mr. Reily, said he truly appreciated the welcome that had been given him, and in a few words told of his connection with the first oratorical association, and his heartfelt interest in our work. Mr. Echols and Mr. Felmley each said a few words expressing their hopes for our representative in Kansas. The evening was thus pleasantly and profitably spent, and to those who were in attendance it cannot help giving a greater inspiration for our work in the future.

A. R. M.

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June 7-8.—James Young and Miss Co-th were seen on the streets searching for a house.



OUR JANITOR.

"I've lived here in Normal for twenty odd seasons,  
I've scraped off the steps and swept up with the  
broom;

I've picked up the rubbers and paraphernalia  
And tried to keep order in the girls' dressing-  
room.

"If I do not report the awful disorder,  
And carry the hats to the President, too,  
The President scolds; if I carry out orders  
I hear from the girls! Oh, what shall I do?

"If left to themselves, the boys in the basement  
Take down a good map for a tablecloth fine;  
If I stay there to watch them I miss my own dinner;  
Oh, what shall I do, and when shall I dine?

## \* THE JANITOR'S LAMENT \*



One day as I wandered I heard a complaining,  
And saw the poor janitor the picture of gloom;  
He glared at the mud in the hall—it was raining—  
And this was his wail as he wielded his broom:

"O life is a toil and love is a trouble,  
And beauty will fade and riches will flee,  
And pleasures they dwindle and prices they double,  
And nothing is just what it ought to be.

"In March it is mud, it's slush in September;  
In summer it's dust till one cannot rest.  
I always am cleaning, no matter what season;  
I'm becoming so tired, it's no longer a jest.

"You'd never believe unless you'd behold it,  
The amount of the mud which the students can  
hide;  
They never remember unless plainly told it,  
That mud should come off on the scraper outside.

"In spite of the sixty-odd-acre grass matting  
Which President Cook has furnished out doors,  
The students persist in bringing in samples  
Of good Normal mud which sticks to the floors.

"Last night in my dreams I was stationed forever  
On a bare little isle in the midst of the sea;  
My one chance of life was a ceaseless endeavor  
To sweep off the dirt as it swept over me.

"Alas! 'tis no dream! Again I behold it;  
I yield; I am helpless my fate to avert."  
He hung up his broom, his apron he folded,  
Then lay down and died and was buried in *dirt*.

E H.



## Club Stewards.

THE good old days of club stewards are slowly going; that is to say, the club stewards now have no such good times as in bygone years, when some of the boys would get a big valise and go down to the "Y," fill the big valise full of track ballast and themselves full of expectation and anticipation of the good laugh they would have when they carried out the little plan. Those boys used to get on the first train going to Normal and then get ready a new student look for some of those new club stewards whose chief characteristic was brass. Can't you see him chuckle as he tries to move that valise full of ballast with his foot? He is like the fat man walking along the road and every minute or two bursting out into a great windy roar of laughter, slapping his knees and poking himself in the ribs in the wonderful ecstasy of his present existence. Can't you see the seeming new student with his big grip?

He gets to Normal and is a willing victim to the most grasping club steward he can attract. Of course the scheme is known to the select. Mr. Club Steward is in the middle of his glory,—he's got a new man. The part of the scheme I have not mentioned is the point of choosing at the same time one that has a club nowhere near.

That is wonderful exercise for the poor fellow; but he doesn't mind, and finally, after sprinkling the sidewalk for the last three or four blocks, and having water running down his neck like the sweat on an iron water-pipe in summer, they arrive at the club.

About the time the steward has gotten enough air to satisfy him for a half minute or so, he sees some of his friend club stewards coming up the walk—a forlorn and disappointed set. He wants nothing more to make him in high spirits, and he is smiling his broadest when one of the others suddenly recognizes an old friend in the new student. The smile straightened out so quickly that it left long white streaks on his face. You could almost hear it go.

Mr. New Student must go with his friend. He can't possibly stay. The friends can't hold in any longer; they take the sprinter's code, "get ready; on your marks; get set," and at the opening click of the big valise they are off. The railroad ballast and mixed epithets sprinkle the sidewalk behind the sprinters. Do you think that man was mad? He wouldn't even keep the valise, but tried to kick a hole in it as it headed for the street. There were jokes in those days.



That is one of the many jokes that used to be perpetrated. The great joke now is the little one of coming along just in time to walk off with a new boarder while two other stewards wrangle over whose she is. Wonderful how some people lay claim to what they have never seen before. I don't blame her for accepting the kind invitation to come and board with another gentleman, do you? 50—525. That reminds one of the division made by the monkey in the famous old story.

As I said, the *good* old days of being club steward now are going. Every one is too grasping for place, people, and plenty to allow much opportunity for pleasant associations. It is quite rarely that two stewards get along well together now for any length of time. They are so afraid they will miss a chance to be the first to ask a lady if she

is going to Normal that they almost fall over each other, trying to get farthest up the track.

I wonder if Noah Young has gotten over his trip to the Y yet?

The funniest thing that happened this year was when two enthusiastic members of clubs got Mr. Hann by the arms on either side and tried to persuade him to accompany either of them. Of course Mr. Hann thought they meant business, and so squared off and asked in mild tones for an explanation of their familiarity. It came quickly from both, for both wanted the new man, and then there was confusion again.

The greatest game of the year is chasing trains and getting sat upon by some fair one, who thinks and speaks in slang phrases, thus: "You have brought your cheek along," and "you have plenty of gall."

The club steward has a chance to mark character pretty well, because the new students are themselves in all their glory of green and gold—two things you will find in the new student—before they know any one and act more circumspectly. The new members of school bring such a freshness with them.

W. S. W.

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Tell me not the man that slumbers  
Is the brightest man of all.  
He's the one the matron numbers  
For the after breakfast call.

He's the one that eats the remnants  
And has to squeeze the coffee-pot;  
He's the one that missed the pancakes,  
With the maple syrup hot.

Then you notice how his hand shakes  
As he hands again his cup;  
He's the one that eats the leavings—  
The one who can't get up.

## The Practice School.

I.



*Tom: "Now children, if you will be real good, tomorrow I will take you out to see a real rabbit make tracks in the beautiful snow."*

of departments of the practice school has resulted in great strides for some of the pupils. Off in one corner you may find an earnest young man or young woman working a whole hour with a backward pupil, that he may be up to his class work the next day. Nearly every teacher has an observer. Especially is this true during the present spring term.

The work in all the practice school seems to be more definitely planned and to be more systematically arranged than in former years. Dr. C. C. VanLiew, who took Dr. Charles McMurry's place last fall, and his assistants, Mrs. McMurry in the primary, Miss Maud Valentine in the intermediate, and Miss Stanley in

Our Practice School this year has been of more practical use and has touched more of the young teachers of Illinois than in any previous year of its history. It is the actual truth that a great number of applicants for classes have been put off for one and sometimes two whole terms because there were no classes left for them. Then a great many are doing observation work and special work with a few backward pupils.

The earnest and untiring endeavor of the heads

II.



*The party goes out upon the Campus, followed by the Engineer's stray dog which wishes to be of service*

## The Index.

III.



Tom: "Now, Bunnie, show your young friends how you make tracks in the snow." (The dog sees his opportunity to help.)

few years ago, has been continued with the change from one for each department every week to one for each department every three weeks. The whole corps of teachers are enabled to see the work in all departments, and many take advantage of it. Then on each Monday evening at 3:10 the lesson is discussed.

This is the plan: All teachers and observers meet at the above stated hour for a general conference. The monitors for play ground, basement, and various halls and doors are appointed by the head of each department, each having a special part of the monitorship to see to, the appointees to serve the ensuing week, until next teachers' meeting. The opportunity is then given for any question to be brought up concerning the general work of the school. If you wish to match plans of school conduct with the Doctor now's your time. All cases of misunderstanding the work and questions of conduct are settled at this time.

All but those interested in the last practice lesson are excused, and the others remain to go over the ground carefully. Two persons have been appointed, one to write up a criti-

the grammar department, deserve much praise for the close and effectual supervision they have done the past year.

Not supervision alone has built up the unity of the work. It has been done in a large measure by the united teachers' meetings, observers' meetings, and the monthly parents' meetings.

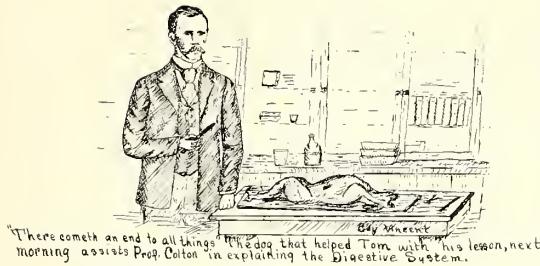
The plan of critique lessons, introduced a

IV



Tom forgets "the teacher's aim" in the lesson and thinks only of the pet rabbit he borrowed for the occasion.

V



Practice School. The work of observation has been gradually systematized until now there is no haphazard discussion of teacher's aims and works; but every one knows just what he is to look for and talk about. Then the weekly meetings of observers affords excellent opportunity for discussing the important questions that arise as to method and purpose, etc. The work is greatly for the freedom of the child in all surroundings and before all his problems.

The work down stairs is divided into primary and intermediate. Each of these is again divided into first and second. The number of children in the first intermediate under care of Mr. Chas. Allen is 46; in the second intermediate, under Mr. C. M. Echols, is 62; the first primary, with Miss Dillon, is 34; and the second primary, with Miss King, is 38; making a total attendance of 180 in the five grades.

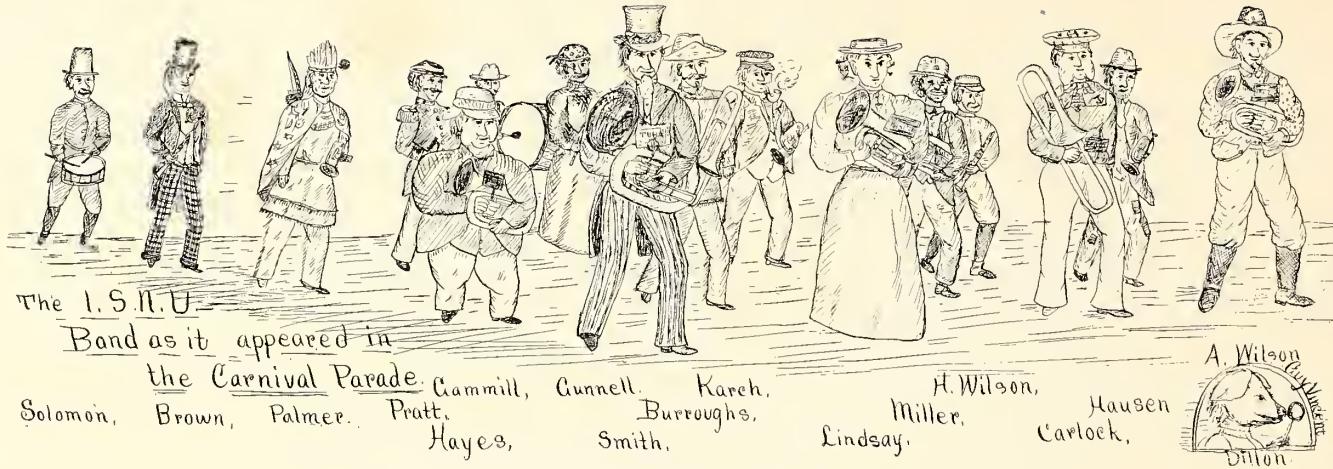
The Practice School deserves much praise for the close, secure work done in this year.

W. S. W.

cism on the method and another on the subject matter, another keeps a record of questions asked and answered, giving the questions put to and answered by each pupil. In this way there is a close and thoughtful criticism instead of the fragmentary sort that comes when no one has put a second thought upon the lesson until the hour for teacher's meeting. These written papers are a good means of bringing the same problems before all the teachers. The idea of unity thus literally saturates the work of the



Prof. Colton shows an admiring class how the rabbit hops.



## I. S. N. U. Band.

OF THE various student organizations connected with the University, the I.S.N.U. Band is one of the most creditable. Its history begins with the fall of '92, when, under the leadership of Mr. T. A. Helliyer, that gifted cornetist, the foundation of this musical project was laid.

As in all of our other enterprises, the faculty and students came forward with liberal contributions, which were expended in the purchase of a set of drums, which now constitute the entire capital stock of the band. For two years the band flourished, but in the following two years it could not be maintained, owing to the fact that the musically inclined students had no means of supplying themselves with instruments. This has always been the great drawback to a successful band, and strongly suggests the necessity of a fund for this purpose, such as we find in a number of our sister institutions, which accounts for their excellent success along this line.

The present organization was effected last fall term by Mr. L. H. Pratt, and through his zealous efforts it now enjoys an unprecedented prosperity.



Pantograph Ptg & Sta. Co.

The I. S. N. U. Band.

Solomon.  
Snare Drum

Gammill,  
Base Drum

Smith,  
Tuba

Lindsay,  
Baritone

A. Wilson,  
1st Tenor

Hayes,  
2d Tenor

Burroughs,  
1st Alto

Miller,  
Solo Alto

Hausen,  
2d B flat

Karch,  
B flat

Palmer,  
E flat

H. Wilson,  
B flat Clarinet  
Gunnell,  
Piccolo

Pratt,  
B flat

Prof. Brown has kindly consented to assume the leadership, and it goes without saying that under such a leader progress and success must be the result.

The proficiency of its members makes it possible to render a high grade of modern selections, and in consequence thereof its services have been solicited on the society programs, at the campus athletics, and at society sociables. In this connection we may also mention serenades.

Oft in the stilly night have the members of the faculty been aroused from their pedagogical dreams to a belief that they were being transported into a land of eternal happiness by an angelic host of trumpeters. Many a tennis group and twilight stroller has been moved to ecstasy by the evening rehearsals upon the campus.

One of the principle events of its year's history was the participation in the prize contest at the carnival, held in Bloomington, May 29. In this the members assumed the motley characters of Uncle Sam and his family. So well did each play his part that they succeeded in capturing the second prize. Following is the cast:

*Dillon*—Swine-faced drum major.

*Smith*—Uncle Sam; played an “everlasting solo” on the street car, to the annoyance of the women.

*Lindsay*—Female Jap; lost his mouth-piece.

*Carlock*—Jack Tar; tried to blast a rock with his “slide” feeling for low “G.”

*Art. Wilson*—Uncle Reuben Hayseed; played his part very naturally.

*Hayes*—Fat man; the center of all attraction.

*Burroughs*—Cowboy; the favorite of young America.

*Hausen*—Weary Waggles; broke the ranks for a “hand-out.”

*Palmer*—Rain-in-the-Face; a hideous sight he was.

*Pratt*—Soldier; the kind of fellows that U. S. will send to Cuba.

*Karch*—Without much disguise, ably represented Germany.

*Harry Wilson*—Athlete; one of those that play on the I.S.N.U. ball team.

*Brown*—Dude; caught the eyes of all the ladies with that spike-tailed coat and crysanthemum.

*Miller and Gunnell*—Colored Folks; had lots of company among the bystanders.

*Gammill*—French; strength gave out on the drum.

*Solomon*—Irishman; was mistaken by Pat Maloney as his long lost brother.

The prospects for a band next school year are very bright, and with a stronger support by the faculty and students its success is assured.

C. A. K.

## Club Life.

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CLUBS are of various kinds and dispositions. Some have helped people to fame and some have helped them to the graveyard. Some have assisted the executive department of our municipal governments and are called billies. Some, in the hands of muscular Normalites, have helped them to honor on the baseball diamond. One I have in mind has become historical. It was in the tragedy where the Indian executioner acted the part of the villain, J. Smith, the hero, and Pocahontas, the heroine. But the club that is uppermost in my mind is an eating club, or club for the annihilation of eatables. This was a remarkable success, whereas the historical club aforesigned was not, for the reason that the hero didn't marry the heroine. It is of the successful club that I wish to speak. In the mind's eye one sees an eating club as a place where, three times a day, congregate a few doleful specimens of the *genus homo* that were left over (from the matrimonial market). Also in this mental picture we see codfish, oatmeal, baker's bread, butterine, black coffee, tolerably good eggs, and hash, which, like faith, is the "substance of things hoped for, the evidence of things not seen."

Now the club that I have in mind as a sample copy was not composed of people whose unattractiveness and antiquity were their chief characteristics. Codfish were allowed to perform the mission for which they were placed in the sea, viz: to salt it. Oatmeal was present occasionally, but was so palatable that we were glad when our neighbor was absent, so that we could be "twice glad" over two dishes. Coffee was a delicious brown and hash was "*non-est*." Moreover, the milk and butter were real cow fruit.

If any idiosyncracies were manifested by any member of the club it soon became painfully apparent to him that he might better have left them at home.

If large words were used, pocket dictionaries were anxiously consulted by those who possessed such. The usual result was "not in it," meaning the dictionary.

In fact to get funny at our club was almost as dangerous a proceeding as to criticise a teacher in the I.S.N.U. The result was the same, viz: "Called down."

If one was unusually loquacious some one would soon act tired, and several dishes that he might use to fill the orifice beneath his nose, were passed to him in hot succession, in spite of earnest "no, thank you's."

Others would remark as to what a sheep loses when it bleats, etc.

Such treatment was usually efficacious in even chronic cases.

We usually had the best of sauces, hunger, and if the variety of food didn't furnish the spice, the variety of talk did.

A fellow who said he came by rail to Bloomington, and then walked to Normal, was immediately asked: "What kind of a rail?"

Some one else remarks that he hadn't smelt any tar, a third saying that he supposed the feathers he found between the two towns came from another kind of goose.

A smartie asks a very modest girl at his right what four-legged animal came from the skies on cloudy days. She said she didn't know, but modest girl number two at his left, says: "Do tell." Pretending to be abashed, he says pointedly: "The rain, dear," (reindeer) with unnecessary emphasis on the "dear."

The next thing in order was to call the smartie down.

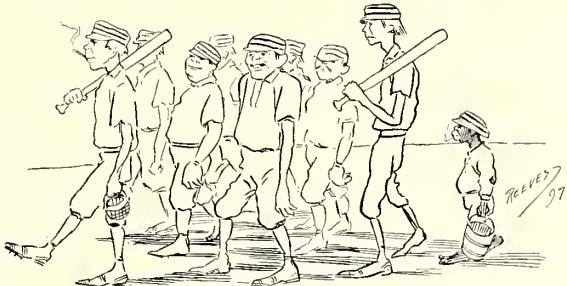
A person who perpetrated a joke of this kind usually did it at the close of the meal, with his pie in one hand and his life in the other, for the time of his death was at hand.

In fact the person with a jellyfish anatomy had better remain away from the I.S.N.U., as dangers of this kind are frequent and direful to an individual of the above named constitution.

He had better remain under the guardian eye of his parents, and be a "hewer of wood and a drawer of water," than to attempt to face a danger of this kind if he be unable to cope with it.

Verily, it is more dangerous to "flunk" under a fire of roasts than in geometry, even under David.

H. S.

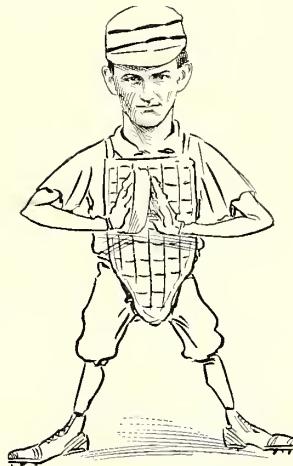


This is the team of '97.



This is the man that played in the box  
And cheated the fellows out of their knocks  
In the team of '97.

This is the man that fame deserves,  
That caught the wild and terrible curves  
Of the man that played so well in the box  
And cheated the fellows out of their knocks  
In the team of '97.



## The Index.



This is the man who held first base  
 Who after the ball gave merry chase  
 When thrown by the man who fame deserves  
 That caught the wild and terrible curves  
 Of the man that played so well in the box  
 And cheated the fellows out of their knocks  
 In the team of '97.



This is the man that sat on third  
 When the ball went by and he never heard  
 The yell of the man who stood on second  
 And jumped and hollered and wildly beckoned  
 After the man who held first base  
 Who after the ball gave merry chase  
 When thrown by the man that fame deserves  
 That caught the wild and terrible curves  
 Of the man that played so well in the box  
 And cheated the fellows out of their knocks  
 In the team of '97.





This is the man who played short-stop  
That chased the ball with a lively hop  
That passed the man that sat on third  
When the ball went by and he never heard  
The yell of the man who stood on second  
That jumped and hollered and wildly beckoned  
After the man who held first base  
Who after the ball gave merry chase  
When thrown by the man that fame deserves  
That caught the wild and terrible curves  
Of the man that played so well in the box  
And cheated the fellows out of their knocks

In the team of '97.

This is the man who fielded right  
And marked the ball in its winged flight  
Over the man who played short-stop  
And chased the ball with a lively hop  
That passed the man that sat on third  
When the ball went by and he never heard  
The yell of the man who stood on second  
And jumped and hollered and wildly beckoned  
After the man who held first base  
Who after the ball gave merry chase  
When thrown by the man that fame deserves  
That caught the wild and terrible curves  
Of the man that played so well in the box  
And cheated the fellows out of their knocks

In the team of '97.



## The Index.



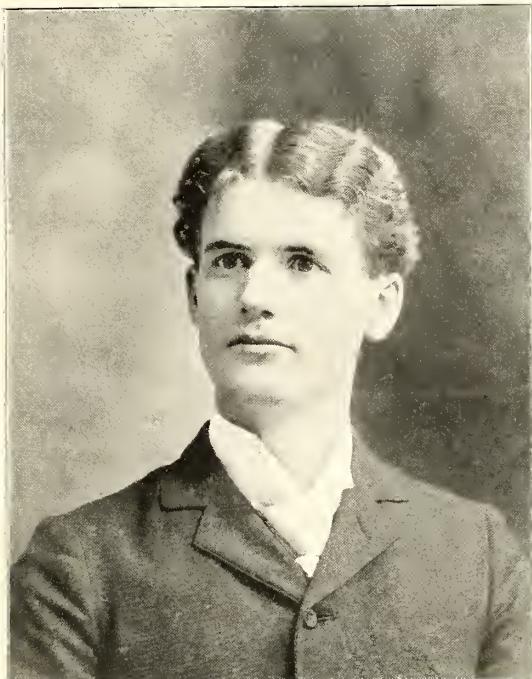
This is the center fielding man  
 Who catches the ball whenever he can  
 If it isn't too near the man on right  
 Who marked the ball in its winged flight  
 Over the man who played short-stop  
 And chased the ball with a lively hop  
 That passed the man that sat on third  
 When the ball went by and he never heard  
 The yell of the man that stood on second  
 And jumped and hollered and wildly beckoned  
 After the man that held first base  
 Who after the ball gave merry chase  
 When thrown by the man that fame deserves  
 That caught the wild and terrible curves  
 Of the man that played so well in the box  
 And cheated the fellows out of their knocks  
 In the team of '97.

This is the man of left fielding fame  
 Who lost the ball and ended the game  
 When it had passed the center fielding man  
 Who catches the ball whenever he can  
 If it isn't too near the man on right  
 Who marks the balls in their winged flight  
 Over the man who played short-stop  
 And chased the ball with a lively hop  
 That passed the man that sat on third  
 When the ball went by and he never heard  
 The yell of the man who stood on second  
 And jumped and hollered and wildly beckoned  
 After the man who held first base  
 Who after the ball gave merry chase  
 When thrown by the man who fame deserves  
 That caught the wild and terrible curves  
 Of the man that played so well in the box  
 And cheated the fellows out of their knocks  
 In the team of '97.



## The Emporia Contest.

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CHESTER M. ECHOLS.

On May 1, 1897, according to a certain gentleman who frequently engages in very flowery speech, there occurred at Emporia, Kansas, "the greatest oratorical contest of the nineteenth century." I think that all of us who were present will agree that the contest was one of the oratorical triumphs of the century, and stands as a bright page in the annals of her history. The contest was the annual contest of the Inter-state League of State Normal Schools, composed of the states of Illinois, Iowa, Wisconsin, Missouri, and Kansas. The best orator from each of these states appeared in the arena of the far West to win. Everybody couldn't win, but it is generally conceded that the best man did.

The Emporia people had spared no effort to make this contest a grand success. The delegates from each state were given headquarters in some one of the society halls and the school auditorium. Albert Taylor hall was handsomely decorated. I think we may truly say,

with our Emporia friends, that their hall is one of the finest school auditoriums in the West. It was here that the representatives of the five states contended in "a contest of brains," as President McArdle put it.

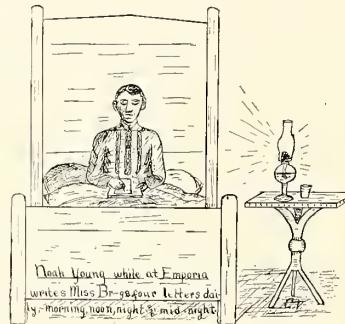
At exactly 8:23 p.m. the contestants and the Inter-state League officers stepped upon the stage. President Taylor, of the Kansas State Normal, introduced M. W. McArdle, president of the Inter-state League, as the presiding officer of the evening. He made a few remarks appropriate to the occasion, and the contest began.

The orations were all very excellent, but to fully appreciate them, of course, they must be heard.

"The Waterloo of Youth" was perhaps one of the best delivered orations of the evening. The speaker chose the famous Waterloo of history as the basis for the consideration of a critical period in youth and its subsequent bearing. His treatment in this comparison was good, but his entire theme was lacking in composition which embodied harmony. It was, no doubt, his thought and composition that led the judges to rank him fifth.

With "The Destiny of Religion," by Chester M. Echols, the most of you are familiar. It is an exceedingly excellent oration, and we may justly feel proud of the effort which Illinois claims as her part of the contest. There was a depth of thought in his oration that did not characterize the other orations, and though we did not win either first or second, there are many persons who were in that audience that think we should.

The next orator of the evening was the winner, Percival Hunt, of Iowa. His subject was "Samuel Adams," a name which is dear to the hearts of the American people, and this fact immediately placed Mr. Hunt in favor with the audience. The elegance of his rhetoric, his smoothness of composition, his strong, full climaxes, and his well



rounded sentences showed masterly treatment of the theme, and we can not soon forget the charm which voice and gesture gave to a great American.

The fourth oration, "Bismarck and German Unity," by Wm. Kelly, of Wisconsin, was one of the most thoughtful orations of the five. The subject was well handled and the theme fully treated, but the orator lacked that ease upon the rostrum which is indispensable in oratorical effort. In fact, his delivery appeared to be the studied sort. The judges gave him fourth place.

The last orator, Byron Crawford, of Missouri, presented a very novel theme in "The Political Product of a Democracy." His delivery was generally conceded to be in complete harmony with his theme, and this, perhaps, is one of the reasons that the judges gave to him the second place.

Space prevents further comment upon the events of that memorable contest. Suffice it to say that each orator did himself credit and credit to his state.

After the contest a banquet was held in the library rooms of the school. It was largely attended and a feast of witty toasts and delicacies of the season followed the feast of persuasion.

During our sojourn in Emporia the Inter-state League held its annual business meeting. Some important changes were made in the constitution, the most important to us being the one which gives us the secretary-treasurership instead of the vice-presidency. There are many advantages in having the secretary of the League where the contest is held. The officers for the ensuing year are: President, Harry Borgstadt, Warrensburg, Mo.; vice-president, Clarence Bell, Milwaukee, Wis.; secretary-treasurer, Herbert Elliott, Normal, Ill.

C.H.E.



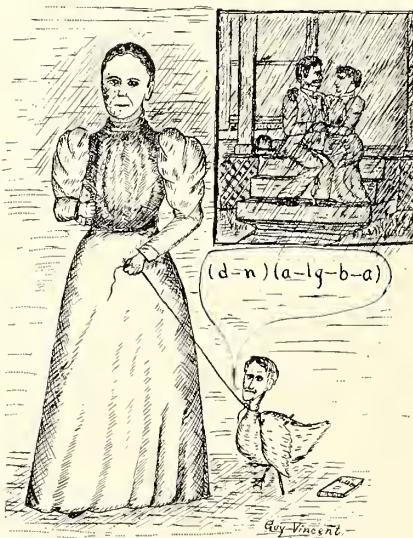
The cat jumped four ways at once.

We sat on the porch at midnight  
 When I should have been in my bunk,  
 With never a thought of tomorrow  
 When I should in algebra flunk.

\* \* \*

But now my reputation is gone:  
 I'm nothing but common truck,  
 And in the words of Mary H.  
 I'm simply another "lame duck."

A pleasing custom of the old-time quilting bee required that a cat be shaken in the newly-made quilt by four young ladies, and on whose side it escaped that one would be married first. Just before going to press, we were delighted to receive the accompanying snap-shot of Misses Guard, Fisher, Goodwin, and Fisher trying their fortunes in this way.



## Lecture Course.

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DURING the past year the Lecture Course has been very popular. As a result of good selections by the Lecture Board and the liberal patronage of friends and neighbors, the lecture fund that now remains on hand is about \$75.00. The course selected this year was the most expensive one ever chosen in this school; the bare expenses aggregating almost \$1,100. The endeavor has always been to secure numbers of national and international reputation, and this year the following course was given in Normal Hall:

Redpath Grand Concert Co., November 23.

Francis Hopkinson Smith, December 16.

Temple Quartette of Boston, January 19.

Rev. T. DeWitt Talmage, February 11.

The Royal Bell Ringers, March 2.

Prof. John B. DeMotte, March 22.

The most successful lecture in all particulars was the one given by Reverend Talmage. For beauty in harmony and sweetness of tone the Royal Hand Bell Ringers stood first.

When the notes of our own dear "America" pealed from the sweet-toned bells, it really seemed too beautiful for bell music, and if we can have such music here, as Dr. Talmage said in his lecture, "I am glad I got aboard this planet."

The other lecture, by Professor DeMotte, was something grand. "The Harp of the Senses" was his subject. No more scholarly lecture has been given from our platform



**Lecture Board.**

C. M. Echols, President,  
John P. Stewart, Treasurer,  
Herbert Elliott,

Chas. Myall,  
Clara Snell,  
Blanche Lurton,

Elizabeth Hall,  
George Hunt,  
Noah Young,

Grace Monroe,  
W. S. Welles,  
Claude Simmons,

Elizabeth Hitchcock,  
A. B. Wolfe,  
Norah Simmons.

in several years. Basing his theme upon the science of living and of life, he showed in a very clear light how much we need a purer, nobler, higher standard of life among the young men and women. That lecture will have a lasting influence upon all who heard it and marked it at all.

Dr. Talmage abounded in witty remarks and stirring pictures. His picture of Moscow by sunset will never be forgotten. As the grand old man stood upon our platform and there surrounded by eager listeners, with his tones and motions, his prolonged "ringing," and the deep silence that fell in little drops between the pealing of the bells, we stood upon the tower of Moscow, with the sunset gilding the domes as in the days of Napoleon, while from earth and air seemed to come the great burst of sounding bells. Bells above—ringing; bells below—ringing; bells all around us ringing; ringing from the fourteen hundred towers of Moscow. You would not have been at all surprised, if, on coming to yourself, you had gazed out upon old Moscow in the sunset.

The fact has been clearly demonstrated that an expensive course is the cheapest one after all.

There was some change made in the constitution by which the new members of the lecture board are elected in the spring term instead of the fall term of the next school year. This gives greater reality to the board, as heretofore an election in the beginning of the fall term revealed the fact that at least one-half of the members must be elected from the school. In the present system the members have shown their faith by their works all the year, and can be depended upon when the fall work begins.

Chester M. Echols is again elected president of the board, having served in that capacity the last year.

W.S.W.



First Football Team.

Price,  
Morgan,  
Cassidy,

Graffis,  
Thayer,

Dillon,  
Hainline  
McCormick,

Galbreath (coach)  
Kirk.

Wilson,  
Moulton,

Peasley,  
Cowan,

Walters,  
Norton.

Hummel,

## IDENTIFICATION TABLE.

| NAME.          | GENERAL APPEARANCE | OCCUPATION.          | CHIEF JOY.        | FAVORITE EXPRESSION.             | SPEECHES MADE.                                             | OTHER'S OPINIONS.          | WEDDING BELL.           |
|----------------|--------------------|----------------------|-------------------|----------------------------------|------------------------------------------------------------|----------------------------|-------------------------|
| George Hnnt    | Suspicious         | Schemer              | Sl. ep            | "Na ye don't"                    | Indet, 425; Free Silver, 282; Rob't's Rnles of Ord., 2,387 | Pretty strong              | Tonguetied              |
| Charles Allen  | Fussy              | Keeping cool         | Talk              | "Now see here"                   | Contest Committee 178926                                   | Married                    | Unmounted               |
| Nora Simmons   | Towering           | Talking in the hails | Book-keeping      | "I've got something to tell you" | Ask Uncle L'rry                                            | Look at her                | Clapper gone            |
| Alice Phillips | Nice               | Still uncertain      | Purple and gold   | "You're color bl nd"             | None                                                       | All O. K.                  | Waiting to be rung      |
| J. P. Stewart  | Pleasing           | Making notes         | Checked trousers  | "By ging"                        | "Well, now I'll tell y'e!"                                 | N'ce boy                   | Pot metal               |
| Benj. Perry    | Slow               | Thinking             | Study             | Not known                        | To Miss M-ch-l-s, one                                      | Never went off from a walk | Tolling                 |
| Houghland      | Lengthy            | Strolling            | Geology           | "They'll hear you"               | In silent night                                            | Big blue eyes              | Same as Miss Phillips's |
| W. S. Welles   | Index Man          | Presiding at court   | New brown suit    | "Say, fellars"                   | About dancing, one                                         | A hustler                  | ?                       |
| Hainline       | Well fed           | Resting              | Same as Geo. Hunt | "Humph"                          | "Too tired"                                                | Portly                     | Same as Miss Simmons's  |

## My Geometry.

Now I am not a quiet girl,  
 I soon shall show you that;  
 And if you say I'm brilliant,  
 You're talking through your hat.

Although I am not brilliant,  
 I know what puzzles me.  
 If you wish I'd tell you—  
 It's my Geometry.

I study it in the morning,  
 I work at it all day;  
 And what would seem the strangest,  
 I work while others play.

When I go to breakfast  
 Feeling almost free,  
 Someone always greets me thus:  
 "And how's Geometry?"

But when I go to dinner  
 So tired I cannot see,  
 They say, "Pass her the toothpicks  
 And she'll work Geometry."

But when my teacher calls on me  
 To see if I'm alive,  
 He finds that I am dreaming,  
 And then he grades me five.

And if, while reading this you ask  
 Who might the author be,  
 I'll tell you where to look for her—  
 She is in section C.

But when we have those written tests,  
 I wish I were no more,  
 For when I pass my paper in  
 My teacher grades it *four*.

When I go to pay my board  
 They charge me double fee,  
 Because I use their toothpicks  
 For my Geometry.

When the day is over  
 My brain's all in a tangle,  
 For all that I can think of is  
 Angle! Angle! Angle!

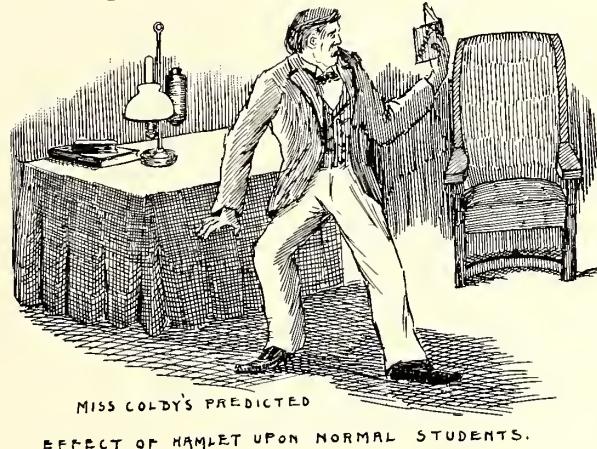
But the thing that is the hardest  
 And that I don't think's right,  
 It does not vanish with the day;  
 It haunts me in the night.

For when I go to bed at night,  
 When all my work is done,  
 Straight lines, transversals, and the like,  
 All through my brain do run.

Now when you've listened to all this,  
 I think you will agree,  
 That after all, Geometry  
 Is rather hard on me.

J. W.

Expression of Professor of Literature during reading of one essay. Copied by short-hand reporter.



looks down,  
a smilet,  
slight nodding,  
looks up,  
head poised on right side,  
smile,  
looks away,  
nods,  
sighs,  
looks off into space,  
steady,  
head poised on left side,  
smile growing visible,  
steady,  
slight nod of relief.

grave look of apprehension,  
glimmer of smile,  
grave listening,  
nodding,  
looks up,  
grins,  
looks up,  
nod, nod, nod,  
steady,  
sigh,  
a smilet,  
looks up,  
grins,  
looks away,  
flicker of smile,  
steady,



## A Day in the German Class.

A FARCE.

*Dramatis personae* { PROFESSOR MANCHESTER, a rider of a hobby  
 EDITH MIZE. .... }  
 ELSIE PATTERSON...  
 BESSIE STEVENSON.  
 ELIZABETH HALL... } Victims of the hobby  
 CHARLES MYALL...  
 ROY MIZE..... }

**B**ELL rings: Professor Manchester and Mr. Mize discovere i.  
 PROF. MANCHESTER: So it is to be a reception, is it?  
 MR. MIZE: Yes, a reception. The idea of a banquet had to be put aside.  
 (Enter Miss Patterson and Mr. Myall.)  
 MR. MYALL: A reception, did you say? Oh, pshaw! I never did care to be "re-  
 cepted."  
 MISS PATTERSON (pointedly): No; your weakness seems to lie in a liking to be  
 accepted.  
 PROF. MAN.: Or in making a receptacle of himself.  
 (Enter the other members of the class.)  
 MR. MYALL: I forgot to bring my book. May I look on with you, Miss Stevenson?  
 (Class smiles.)  
 PROF.: Now that our duet is provided for, we will begin the lesson by giving a few  
 cognate forms. (Class groans.) Give the English cognate for the German "Dach," Miss  
 Mize,—Miss Patterson,—Miss Hall,—Miss Stevenson,—Mr. Myall,—Mr. Mize. Not one  
 of you know it. Well, well, a brilliant class. We will see what we can do with the  
 translating. Miss Hall, you may begin.

MISS HALL: Egmont—They are coming swift. Duke—Now you are shouting. Egmont—I smell a rat. Duke—Don't mention it. Act III. Egmont—Clara, dearest Clara, I lo— (Interest of the class visibly strengthens.)

PROF. MAN.: Mr. Myall, you may go on.

MR. MYALL: I love you with all the strength—

MISS HALL: That word should be "force," not "strength."

MR. MYALL: It can be either. What difference does it make in this case which you use?

MISS HALL: A great deal.

MR. MYALL: Prove your point.

PROF. MAN.: If you folks don't stop your fussing I'll put you both under bonds to keep the peace. We'll have a little more drill work. What is the English cognate for "lieben?"

CLASS (triumphantly): Love!

PROF. MAN.: Mr. Myall, go on with your translation.

MR. MYALL: I love you with all the strength of a nature strengthened through adversity. By yon sitting sun—

FEMININE PORTION OF THE CLASS: Tee-hee-hee—sitting sun—tee-hee.

MR. MYALL: How mistaken I have been in thinking we had ladies in the room.

FEMININE PORTION OF THE CLASS: The horrid thing!

PROF. MAN. (desperately): We'll have a few more cognates. Miss Stevenson, trace the word "Zahn" back to the Aryan.

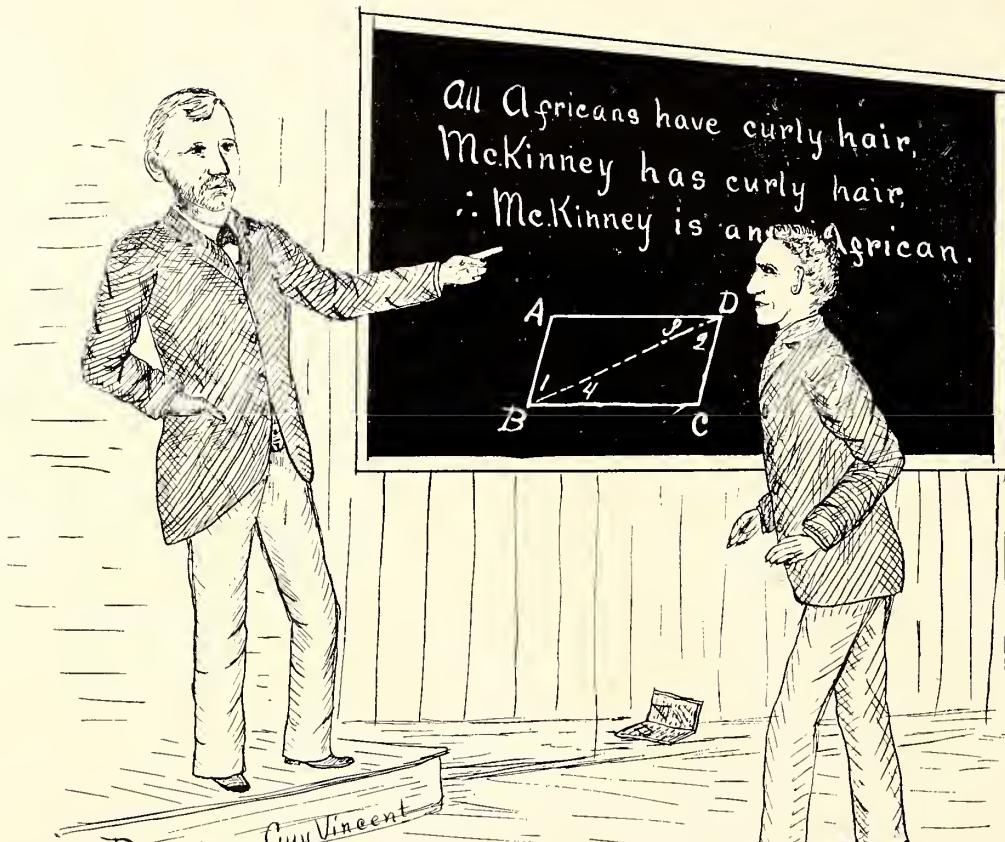
MISS STEVENSON: I can't.

PROF. MAN.: Can anyone? (A dead silence.) Why, it's easy enough. Zahn, zan, tooth, toth, tunthur, denteur, odonta, dut.

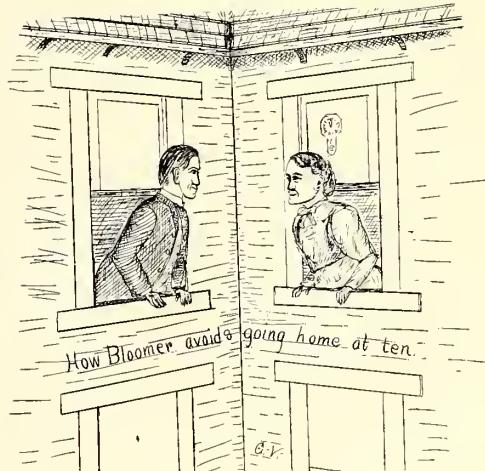
CLASS (as if the inspiration had just come): Oh, yes!

(Bell rings. Exit all.)

C. M.



*Guy Vincent*  
Prof. Feltmeyer reads McKinney's pedigree  
according to his (McKinney's) mode of reasoning.



The plan was this  
 If you will list:  
 The landlady sharp opposed it.  
 But here above  
 Where all was love  
 The lady never nosed it.

Ward and Bess—  
 You know, I guess,  
 Couldn't talk together.  
 So Ward went up  
 To Crowl's room  
 And said he'd see or whether.

Two windows looked  
 From different rooms—  
 The fact is, they were facing.  
 And Ward and Bess  
 As you may guess  
 Were just inside the casings.



## SNAP CATCHES.

Discussion of idealism and realism in Psychology:

MISS MORSE—"Why in the Bible are angels always men and in the pictures they are women?"

MISS RHINESMITH—"It requires more idealism to make the men angels."

PROF. MCCORMICK—"The following persons are excused from spelling,—never have to spell hereafter: George A. Hoff, John Reece, Ora S. Morgan, Tom Barger, J. F. Morrell, Mabel Rogers, Jas. Fairchild. The others will continue to do business at the old stand."

MR. MCINTYRE (in the physics class)—"A piece of steel is *magnified* when brought in contact with a magnet."

GEO. HUNT (upon just walking up)—"Who said scheme."

PROFESSOR—"Under whose power were the witches supposed to have been?"

YOUNG LADY—(much confused) Why, why!"

PROFESSOR—"Call him the chief of the fire department and go on."

Of all sad words of tongue or pen, the saddest are these: "I flunked again."

MR. BURTON—"Mr. King, what kind of music do you like best?"

MR. KING—Well, er just at present, I like Marshall music best."

PROF. GALBREATH—"Miss Hasbrouck, you may give me the outline of Rev. Tallmage's lecture that you took last night."

MISS HASBROUCK—"I can't, professor, because when I follow a man I watch him more closely than I did last night."

Should a body flunk a body  
If a body tries?  
Ought a body grade a body  
If a body cries?

PROF. GALBREATH (in the pedagogy class)—“Mr. Morrissy, stand up and face the girls and make a good recitation.”

MR. MORRISSY—“I can’t.”

PROF. GALBREATH—“Well, I see Mr. Morrissy has a certain antipathy for the girls.”

Wr. Wilson, in beginning German, translates “feuster” as “fence,” and reads, “and the moon, clear full looked through the broken fence.”

PROF. MCCORMICK—“Mary, Queen of Scots—”

MISS MOON—“She was a beautiful woman.”

PROF. MCCORMICK—“Not very. No nearly so good looking as some of you are. Now that may not be saying so very much either.”

An event in this year’s history—Benj. Perry was seen *running* in the lower hall on the morning of December 1.

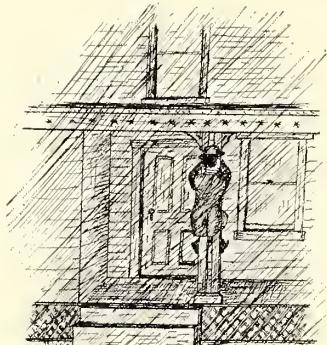
Mr. E-H-LS (in physics class, melting parafine balls on iron, glass and wood)—“Mr. Brown, how are you going to heat the wood?”

PROF. BR-WN—“Why, put it in the fire!”

One of Mr. Wolfe’s translations—“And Thisbe, tearing her hair and encompassing her lover, exclaims, ‘Oh, Pyramus, etc!’ ”

Mr. Perry’s definition of a story—“A story is a statement of some conflict which is caused because of some love.”

## The Index.



Bloomer practices the porch-pole racket at 11:59 P.M.

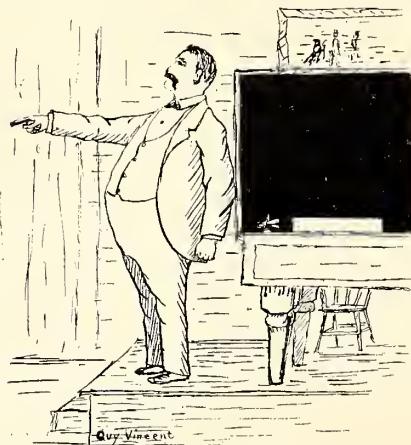


"Running against Time"  
Prof. Read.

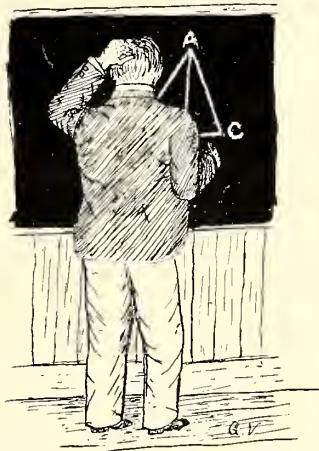
The porch was high, the window shut;  
On the door he dared not knock.  
He smiled and shinned the post, but  
The window had a lock.



Noah Young spends his spring vacation stirring mud between Monroe's Chapel & Rossville



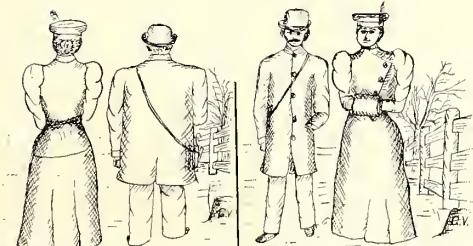
Pres. Cook coins Shakespeare for the occasion.  
"What! ho! Califf, bring me my hat."



"A Standing Committee."  
Prog. Felmley.



"Formal Steps"  
Dr. Van Liew



Miss Biggs's company changes greatly while out skating.



Kern is so interested in  
Child-Study that he  
does not even sleep.

## HASH.

A. B. WOLFE, translating—"O, Dardanidae duri!" in the Vergil class, "O, ye tough Dardanians.

The reason is very plain I think  
Why a lawyer in water will not sink.  
His head will float on wave and tide  
It has so very much wind inside.

An interpretation of Rosenkranz—"Corporal punishment is best adapted to *infants*."  
[RACHEL CROUCH.]

PRES. COOK'S definition of a hog—"A hog is nature's devise for causing inorganic food to degenerate into pork."

PROF. FELMLEY—Now I want some one who has had bookkeeping to answer this question. Miss Moulton? Well, perhaps Miss M. hasn't had bookkeeping. Next." [Miss Simmons, who is next, looks blank.]

PROF. FELMLEY—"Miss Simmons *knows she* has not had it. Next."  
[Miss Simmons subsides; blushes; looks confused. General laughter in the class.]

Mr. Elliott's Algebra class was very grateful for a luncheon he gave them in the Fall term. Mr. Elliott after preparing a number of geometrical forms from some turnips and potatoes, left the room for a few minutes, whereupon the class helped themselves.

A Decoration day petition—Miss Florence Richards requests Mr. Melville to dismiss an hour earlier so that she might curl her golden hair and tie some fetching little bows on each side *systematically*.

Mr. Elliott strikes terror to the hearts of his Algebra class by a little yellow grade book in which fives and zeros often appear.

## Celebration of the Fortieth Anniversary of I.S.N.U.

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THE EXERCISES will begin on Tuesday evening, June 22. There will be four addresses. The first by Enoch Gastman, of Decatur, on "The Early Teachers of the Normal School." The second by Capt. J. H. Burnham, of Bloomington, on "The Early Students of the Normal School." The third by Dr. Charles De Garmo, president of Swarthmore College, Pa., on "The Normal School and Dr. Edwards," and the fourth by Miss Olive Sattley, of Taylorville, on "The Normal School and Dr. Hewett."

On Wednesday, June 3, at 9:30 a. m., there will be a platform meeting which will be addressed by Dr. Edwards, the second president, on "Horace Mann and the Normal School;" by Dr. Hewitt, the third president, on "Nicholas Tillinghast and the Bridge-water Normal School;" by Gen. Chas. E Hovey, the first president, on "The Beginnings of the Normal School in Illinois;" by Dr. T. J. Burrill, vice-president of the University of Illinois, on "The Normal School in the Early Sixties;" by E. J. James, of the University of Chicago, on "Normal Students in Colleges and in Universities;" by Hon. S. W. Moulton, of Shelbyville, on "The Normal School in the General Assembly in '57;" by Mrs. Sarah E. Raymond Fitzwilliam, on "The Women of the Normal School;" by William Hawley Smith, on "The Normal High School." It is probable that other speakers will also be present.

On Wednesday afternoon at 5 o'clock the anniversary exercises will conclude with a banquet in Normal Hall. Among the responses to the toasts will be Dr. Hewett, who will speak on the subject of Chas. F. Childs, principal of the high school department in

1862; Aaron Sore will pay a tribute to Henry Norton; President A. S. Draper, of the University of Illinois, will respond for that institution under his charge. Dr. Edwards will speak of Thomas Metcalf; President John Finley, of Knox College, on the Modern College; William Hawley Smith will contribute something in the way of interesting entertainment; Judge Green, president of the Board of Education, will speak of the Board of Education; L. A. Chase will respond for the Philadelphian Society of twenty-five years ago.

Many others will be present and will contribute to the pleasure of the evening by brief addresses. Some of these are Col. F. W. Parker, of Chicago, Rev. M. Weldon, of Bloomington, Hon. James A. Rose, Secretary of State, and Hon. Owen Scott.

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Committee from Seniors advance into President Cook's *sanctum sanctorum* and bow in concert, the leader's bow being much hampered by the second one stepping on her dress at the critical moment.)

ELIZABETH—

“Dear Mr. Cook, we come to you,  
Just as our classmates told us to.”

NORA—

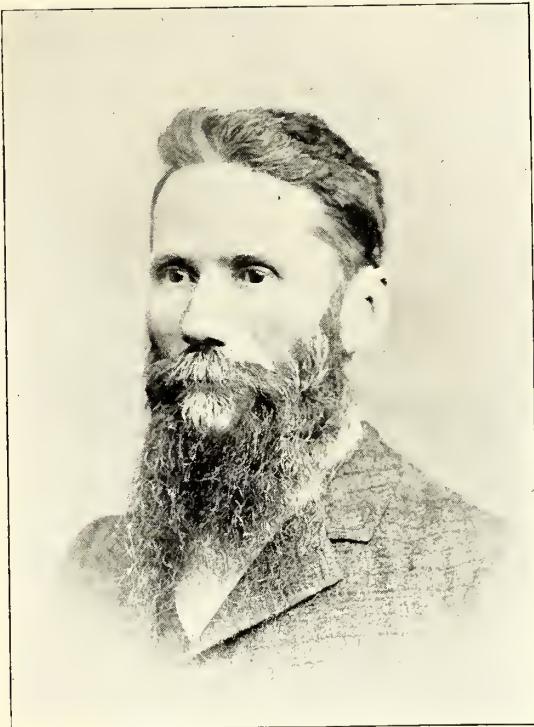
“To ask if you will please prepare  
A baccalureate sermon where  
You'll tell in words both long and wise,  
The surest way to Paradise.”

GEORGE—

“And incidently give a rule,  
How we may find a prosperous school.”

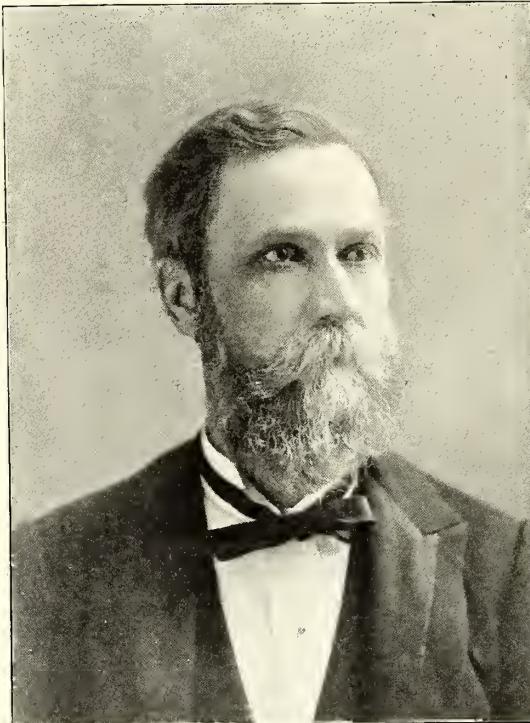
ALL—

“Dear Mr. Cook, we close our prayer,  
And beg of you that you'll be there  
And now we'll go and hope that we  
Have done this task up handsomely.”



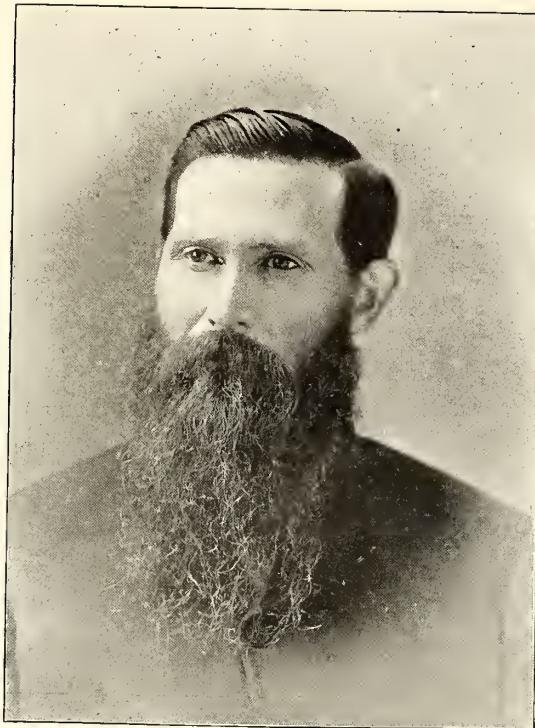
William Florin.

William Florin graduated in '65. He was principal of the grammar department of the Lebanon Schools; 1866-7 was principal of the Highland schools; 1872-3 had charge of a grammar school in Bellville; 1875-6 he was assistant in the high school at the same place; 1876-7 he had charge of the Edwardsville schools, and in 1877-9 he held a similar position in St. Jacob. In the summer of 1879, after teaching steadily for fourteen years, he went into business. He is now selling drugs in Altamont, Ill.



Nelson Case.

Judge Nelson Case graduated from the I.S.N. U. in '66. For the last twenty-seven years he has resided in Labette county, Kansas. As probate judge he has served that county two terms. He was a member of the board of regents of the State Normal School at Emporia, and president of the board part of the time. Judge Case is a staunch republican. He is regarded as one of the strongest members of the bar in that part of the state. He is now serving his twenty-fifth year as superintendent of the M. E. Sunday school; has been connected with educational matters in some way all the period of his residence; on the board of county high school; trustee of Baker University, and of Oswego College for a number of years. He was nominated for judge of the supreme court of Kansas in '96.



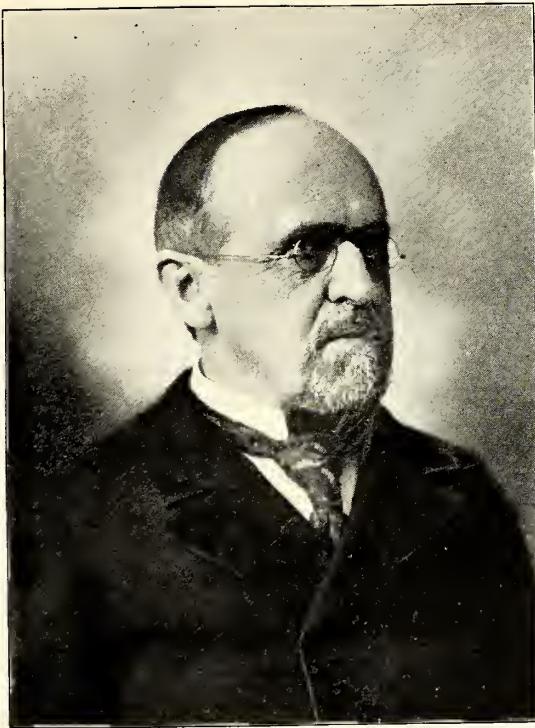
**Prof. William Russell**

Was born July 15, 1842 in Wayne County, Ind. He entered this school in 1864 and graduated in '68. He had \$16.00 when he came to Normal, and began paying board at \$4.50 per week. The outlook for a year in school was dark, but a strong faith in the God he early learned to love buoyed him up and led him on. He entered Prof. Metcalf's family and did chores nights and mornings and Saturdays, getting much help and inspiration. He has taught since as principal of High School at New Garden, one year; Supt. Marion Schools four years; model department of Terre Haute Normal School, one year; Supt. Salem schools, Indiana, three years; Mississinewa Twp. school, five years; fifth ward school, Marion, Ind., three years; 1886 spent one year in Earlham College, Richmond, Ind.; 1890 sent as principal of Southland College, Helena, Ark.; in six months was made president. His wife is matron of that institution. They are both members of the Society of Friends.



**Hugh R. Edwards**

Was born February 22, 1844, in the town of Palmyra, Portage county, and great state of Ohio. Emigrated at the tender age of four years to the county of Winnebago, and state of Wisconsin, where he lived on a farm until 1865 when he entered the State Normal University of Illinois and graduated in '69. For nearly fifteen consecutive years he was engaged in public school work, taught and superintended schools for eighteen years. In 1884 he moved to Nebraska, where he resided nine years, part of which were employed in teaching and part of the time in other avocations. Now, however, he is interested in the manufacturing of hardwood lumber at Whitcomb, Wisconsin.



**Edwin F. Bacon, Ph.B.**

Edwin F. Bacon, Ph.B., attended the school three years, and left in the spring of 1865 without graduation. Graduated at the Yale scientific school in 1871, and was then awarded the Normal diploma without returning. Has been constantly in school work as student or teacher since he entered the Normal school in 1861: has been twice to Europe, spending two years in Germany, '72-74, and three years in France, '83-86. Has written and published three text books in German, of which the last one, the *Leifladen*, has had a large sale; is now preparing a text book in French. Since 1889 has taught French and German at the Oneonta (N. Y.) State Normal School.

While a student Mr. Bacon prepared the "War Record of Normal Students," and still had the badge of the Normal Rifles, together with many letters from boys on the field. These he cherishes very much.



**Alfred Cleveland Cotton, A.M., M.D.**

Alfred Cleveland Cotton, A.M., M.D., was born at Griggsville, Pike County, Illinois, May 18, 1847. At sixteen he enlisted in the Union army as a drummer boy, was wounded, captured, and held eight months as a prisoner of war. In September, '65, he entered Normal, and graduated in '69. He has taught continually since graduating from Normal, except about three years attending medical lectures. He taught at Richview, Ill., '69-70; Buckley, Ill., '70-71; Gillman, Ill., '71-73; Grand Tower, Ill., '73-74; Griggsville, Ill., '74-76. Took the degree of M.D. at Rush College, Chicago, in '78, locating at Turner, Ill. In '80 was called to teach in his alma mater, where he now resides. Dr. Cotton served Rush Medical College for several years in the capacity of adjunct professor of Materia Medica, and now holds the professorship of Diseases of Children in that college.



**Edmund J. James**

Was born 1855 at Jacksonville, Morgan county, Illinois. He lived on a farm near Normal, and attended the Grammar school and High school, graduating from the latter in '73. He then spent one year in the Northwestern University at Evanston, also one year in Harvard College, being allowed to enter the second year's work there for his first year. He then went to Germany and entered the University of Halle, from which he graduated in 1877 with the degrees of A.M. and Ph.D. His special work was Economics and Philosophy. After coming from Germany he took charge of the Evanston High School; served as principal of the High School here; went to the University of Pennsylvania and built up the Wharton School there. From this place he was called to the University of Chicago, where he has been since.



**Florence Adele (Cook) Sample.**

Florence Adele (Cook) Sample graduated from high school department of Normal University in 1874. Was married at Normal September 9, 1875, to Alfred Sample, a lawyer of Paxton, Ill. Mr. Sample has been Circuit Judge of the Eleventh Judicial Circuit for the past twelve years, and Appellate Judge for six years of the Fourth District. They have two daughters, Florence, just seventeen, who will graduate from the Paxton high school June 4, as valedictorian of her class, and Lois Adele, nearly nine years of age. Mrs. Sample is a sister of President John W. Cook. She has lived in Paxton ever since her marriage, but will remove to Bloomington, Ill., about June 1, where her husband has decided to locate.



**Miss Susan Alice Judd**  
Class of '74

Is a member of the Presbyterian church, Wrightonian society, and Chicago Woman's Club. She entered Normal School in 1869, and in January, 1871 went to Carrollton High School to teach German, Mathematics, and Science. She returned to Normal in January, 1873, and graduated in June, 1874. She taught German, Psychology, and English in the Decatur High School from 1874 to 1884; from 1884 to 1886 she taught German, French, Economics, and English in the Jefferson High School; during the latter part of 1886 and early in 1887 she was ill for six months. From 1887 to 1891 she taught German, History and Civics in Ottawa Township High School; since 1891 she has taught History, Civics, and Economics in the Jefferson High School. Her present address is Mayfair, Chicago.

# Roll of Students



## POST-GRADUATE AND SPECIAL.

Anderson, Emma Rachel,  
 Barrett, Mabel Winslow,  
 Böhringer, Cora Louise,  
 Clark, Lula,  
 Dawson, Olive Leonora,  
 Dillon, Jessie M.,  
 Farmer, Hattie E.,  
 Gunsolus, Harriet,

Cedar Rapids  
     Normal  
     Morrison  
     Belleville  
     Belvidere  
     Normal  
     Kimball  
     Rockford  
     Maybach, Emma Louise,  
     Patterson, Lida McFall,  
     Rosenberry, Mrs. Flora,  
     Wendland, Annie F.,  
     Cowan, Alan DeWain,  
     Dillon, Alpheus,  
     Wright, Wilbur Hoyt,

Dundee, O.  
 Monmouth  
     Decatur  
 Helena, Ark.  
     Easton  
     Normal  
     Watseka

Baker, Cora Ethel,  
 Baker, Estelle Katherine,  
 Bland, Harriet,  
 Boyce, Eva Belle,  
 Cooper, Mabel Anna,  
 Darby, Gertrude  
 Fairfield, Etta Melissa,  
 Felton, Jessie,  
 Fenton, Grace,  
 Fletcher, Mary,  
 Hall, Elizabeth Twining,  
 Lee, Emma Louise,  
 Liggitt, Myrtle Margaret,  
 Lurton, Blanche,  
 Michaelis, Edna Bell,  
 Mitchell, Anna T.,  
 Mize, Edith Belle,  
 Moon, Eva Mary,  
 Patterson, Elsie,  
 Phillips, Alice Frances,

Prairie Home  
     Belleville  
     Shelbyville  
 Bloomington  
     Hanover  
     Springfield  
     Normal  
 Bloomington  
     Danville  
 Milledgeville  
     Downs  
 Clinton, Wis.  
     Nevada  
     Newbern  
     Plymouth  
 Springfield  
     Manix  
     Tuscola  
     Normal  
     Danville  
     Pike, Effie,  
     Rhinesmith, Wilhelmine,  
     Schlatterer, Laura,  
     Sikkema, Amelia Alice,  
     Simmons, Nora Mae,  
     Stevenson, Bessie Bedell,  
     Washburn, Emma,  
     Carson, Franklin Benjamin,  
     Hall, John Calvin,  
     Harley, Joel Alva,  
     Hoff, George Stephen,  
     Hunt, George Warren,  
     Johnson, Riley Oren,  
     Patch, Fred Granville,  
     Perry, Benjamin,  
     Rishel, Warren Hale,  
     Thompson, Francis,  
     Ullensvang, Martin Larson,  
     Welles, Winthrop Selden,

St. Jacobs  
 Bement  
 Sycamore  
 Belleville  
     Joetta  
 Bloomington  
 Bloomington  
     Richview  
     Downs  
     Galena  
     Danville  
     Ipava  
 Hindsboro  
 Roseville  
     Melvin  
     Lena  
 Pinckneyville  
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32nd Annual Statement

## GERMAN INSURANCE COMPANY

OF FREEPORT, ILL.

January 1, 1897

|                                  |                |
|----------------------------------|----------------|
| CASH CAPITAL, . . . . .          | \$200,000.00   |
| Assets, January, 1897, . . . . . | \$3,100,600.09 |
| Liabilities, . . . . .           | 2,212,977.30   |
| Net Surplus . . . . .            | 887,622.79     |

C. O. COLLMAN, President.

WM. TREMBOR, Secretary.

U. H. SIKKEMA, General Agent,  
608-610 Rialto Building, St. Louis, Mo.

## The Index.

## STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE.

|                             |             |                           |                |
|-----------------------------|-------------|---------------------------|----------------|
| Adams, Ella Sarah,          | Opdyke      | Moulton, Julia,           | Pavilion       |
| Aldrich, Blanche,           | Normal      | Nimmo, Lizzie Maude,      | Fairbury       |
| Biehl, Carolina Wilhelmina, | Camargo     | Pitts, Henrietta Betsy,   | Bloomington    |
| Blair, M. Nettie,           | Mackinaw    | Porter, Eva Amanda,       | Streator       |
| Broadhead, Anna Maple,      | Mackinaw    | Riggs, Mrs. Lilla Delle,  | Bloomington    |
| Campbell, Eva Lorena,       | Lewistown   | Ross, Silva,              | Argenta        |
| Chicken, Sada Rosanna,      | Secor       | Scott, Sarah Rachel,      | Elida          |
| Cleveland, Lida,            | Normal      | Smith, Lucretia Mott,     | Mt. Palatine   |
| Colby, Lydia,               | Atkinson    | Smith, Nano Pearl,        | Creston        |
| Cooper, Annetta Belle,      | Normal      | Smull, Lizzie Eleanor,    | Macon          |
| Corson, Maude,              | Normal      | Snell, Clara May,         | Milledgeville  |
| Cowles, Bessie Abiah,       | Kankakee    | Sullivan, Mary Ellen,     | Bloomington    |
| Crouch, Rachel Pierson,     | Rosetta     | Taylor, Helen Mary,       | Bloomington    |
| Edmunds, Lucy,              | Gardner     | Thompson, Katie Alice,    | Apple River    |
| Edwards, Carlie Ann,        | Normal      | Travis, Alida Belle,      | Prairie Home   |
| Emery, Fannie,              | Taylorville | Travis, Carrie Estella,   | Prairie Home   |
| Fairfield, Grace,           | Normal      | Watson, Alice Perle,      | Griggsville    |
| Fincham, Nellie,            | Towanda     | Williams, Julia,          | Hannibal       |
| Fleischer, Ida Lena,        | Normal      | Wilmer, Anna Elizabeth,   | Oconee         |
| Flinn, Sarah Louvilla,      | Pana        | Allen, Charles Henry,     | Oconee         |
| Foley, Minerva Vian,        | La Salle    | Allen, Walter Harry,      | Bloomington    |
| Foster, Kathleen Lorena,    | Normal      | Ashworth, Arthur Elmer,   | Mattoon        |
| Hamblin, Mrs. Frank A.,     | Galesburg   | Baker, George Lee,        | Golconda       |
| Hilts, Effie,               | Towanda     | Bowman, Charles Thomas,   | Lakewood       |
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| Knott, Elizabeth,           | Normal      | Eastwood, Byron Evans,    | Franklin Grove |
| Lentz, Mary,                | Freeport    | Echols, Chester Madison,  | McLeansboro    |
| Love, Mary Jean,            | Byron       | Edmunds, Harold,          | Gardner        |
| Lange, Otilie Meta.         | Bloomington | Elliott, Charles Herbert, | Belleville     |
| McWherter, Mary Edith,      | Sorento     | Gunnell, Orville James,   | Normal         |
| Monroe, Grace Adela,        | Leroy       | Johnson, John Thomas,     | Du Quoin       |
| Morse, Fannie Edna,         | Gilmer      | Johnston, Milford L.,     | Bloomington    |



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Kern, John Winfred,  
 McIntyre, George Washington,  
 McKinney, John R.,  
 McMurry, Karl Franklin,  
 Marquis, Chester Dubois,  
 Martin, William Woodrow,  
 Mize, Addison Roy,  
 Moulton, George Dykeman,  
 Pike, Walter Franklin,  
 Pratt, Lanson Henry,  
 Pricer, John Lossen,  
 Pattingill, Ira,

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 Muncie  
 Oconee

Pfingsten, George Frederick,  
 Rudolph, Henry Madison,  
 Stevenson, Ralph Ewing,  
 Stewart, Frank,  
 Stewart, John Pogue,  
 Stokes, George Curran,  
 Thayer, William John,  
 Waits, Harmon Bert,  
 Wilson, George Shirley,  
 Wilson, John Thomas,  
 Wolfe, Albert Benedict,  
 Young, Noah A.,

Millstadt  
 Ludlow  
 Bloomington  
 Oblong  
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 Kankakee  
 Sibley  
 Tamaroa  
 Magnolia  
 Deland  
 Arlington  
 Bismarck

## STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE, BUT NOT TWO YEARS.

Adams, Harriet Elizabeth,  
 Altes, Mary,  
 Aronson, Hilma Augusta,  
 Babbs, Mary Irene,  
 Baird, Clementina Maude,  
 Barber, Cora,  
 Barth, Mary Elizabeth,  
 Beam, Grace Elva,  
 Berry, Willis Elma,  
 Birckett, Bessie Bird Ellen,  
 Blair, Emily,  
 Blakley, Jessie Isabelle,  
 Bosworth, Mrs. Annie Elizabeth,  
 Bowman, Florence Margaret,  
 Bracey, Elizabeth M.,  
 Bright, Bernice Alena,  
 Burlingame, Ida May,  
 Burnett, Laura May,  
 Callan, Catharine,  
 Campbell, Martha P.,  
 Carpenter, Charlotte Evaline,  
 Carpenter, Mary Emma,  
 Carter, Luvicy Elizabeth,  
 Clancey, Nellie Gertrude,  
 Clark, Caroline Irving,  
 Cook, Carrie Estella,

Bowen  
 Bloomington  
 Aledo  
 Fair Grange  
 Bloomington  
 Milledgeville  
 Wyoming  
 Roseville  
 Pleasant Hill  
 Marion  
 Delavan  
 Preemption  
 Evanston  
 Harvard  
 Low Point  
 Normal  
 Delavan  
 Villa Grove  
 Aurora  
 Lewistown  
 Dixon  
 Dixon  
 Collinsville  
 Bloomington  
 Helena  
 Danvers

Cook, Lorena,  
 Coriell, Ada,  
 Cox, Theresa Rebekah,  
 Cronin, Anna,  
 Daniel, Ozello Harriet,  
 Davenport, Bertha Lea,  
 Davenport, Lulu Lea,  
 Dillon, Mertie May,  
 Dolph, Alice Amelia,  
 Dunham, Eva Myrtle.  
 Edmunds, Elma Ruth,  
 Elliott, Georgia,  
 Falconer, Emma Victoria,  
 Falconer, Hattie Josephine,  
 Farmer, Rhoda Saletha,  
 File, Nellie,  
 Fisher, Mary Elizabeth,  
 Frank, Margaret Julia,  
 Franklin, Lois Gertrude,  
 Garwood, Anna,  
 Gastman, Mrs. Cora M. Johnson,  
 Grassmann, Addie,  
 Gray, Jessie Fenton,  
 Gvillo, May,  
 Hallock, Minnie Julina,  
 Hamel, Adeline Cecelia,

Fairview  
 Normal  
 Peru  
 Assumption  
 Belleville  
 Joliet  
 Joliet  
 Normal  
 Plano  
 Decatur  
 Gardner  
 Decatur  
 Decatur  
 Decatur  
 Decatur  
 Patoka  
 Decatur  
 Bement  
 Sterling  
 Dwight  
 Ipaava  
 Hudson  
 Belleville  
 Havana  
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| Hasbrouck, Mary,             | Effingham      | McCord, Grace Amanda,       | Granville        |
| Hawkes, Jessie Belle,        | Aurora         | McCrea, Edith Burlingame,   | Creston          |
| Hazen, Minnie Amy,           | El Paso        | McCrea, Ida Harkness,       | Creston          |
| Henaughan, Mary Ellen,       | Olney          | McIntyre, Mary Evalin,      | Kirkwood         |
| Henaughan, Nora,             | Olney          | McKinney, Bernice,          | Assumption       |
| Higgins, Mabel Acqua,        | Elgin          | McKinney, Margaret Mildred, | Assumption       |
| Hiltbrand, Jennie Elizabeth, | Lostant        | McLeod, Florence,           | Mendota          |
| Holder, Jessie M.,           | Normal         | McNamara, Mary,             | Prophetstown     |
| Hollering, Tillie,           | Aurora         | McReynolds, Dora            | Bethany          |
| Hornish, Lulu Elizabeth,     | Washington     | Markee, Alma Eugenia,       | Neponset         |
| Howell, Minnie,              | Rushville      | Marshall, Jessie Wilson,    | McLeansboro      |
| Hummel, Ida Rose,            | Roberts        | Martin, Pearl Buckman,      | Harvey           |
| Hummel, Sarah Matilda,       | Roberts        | Merker, Susie,              | Emery            |
| Hunt, Fannie Fern Emily,     | Hanover        | Merriam, Neillie Emily,     | Atlanta          |
| Hussey, Anna Laura,          | Williamsville  | Miller, Jessie Winifred,    | Mendota          |
| Ingels, Lou Carrie,          | Chicago        | Miller, Lura May,           | Toledo           |
| Irwin, Clara May,            | Beason         | Mills, Bertha Evelyn,       | Clear Creek      |
| Jackson, Maude,              | Brimfield      | Mills, Edna Gertrude,       | Clear Creek      |
| Jacob, Mrs. Ella Leone,      | Pioneer        | Mills, Ida Estella,         | Mt. Palatine     |
| Johnston, Bertha Helen,      | Latham         | Mitten, Ruth Emma,          | Troy Grove       |
| Johnston, Elizabeth Jane,    | Illiopolis     | Montgomery, Ella Park,      | Reynolds         |
| Johnston, Julia Winifred,    | St. Charles    | Moore, Harriet May Wilson,  | Elgin            |
| Kemph, Mary,                 | Alpine Heights | Morgan, Mattie,             | Oconee           |
| Kent, Bessie Grace,          | Gridley        | Morris, Daisy Alice,        | Leroy            |
| Kerr, Fannie,                | Rossville      | Morse, Helen Sophronia,     | Shawneetown      |
| Kimball, Laura Caldwell,     | Elgin          | Morse, Zoa Bertha,          | Gilmer           |
| Kintz, Daisy Maude,          | Bloomington    | Neu, Elizabeth Augusta,     | Pana             |
| Krafft, Ella Elsie,          | Bellefonte     | Neumayer, Lena,             | Aurora           |
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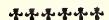
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 +Not permitted to return  
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 Snider  
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 Normal  
 Vienna  
 Hanover  
 Lostant  
 Rantoul  
 Frilla  
 Carter  
 Remington, Ind.  
 Natrona  
 Normal  
 Salem  
 Windsor  
 Franklin Grove  
 Pearl  
 LaSalle  
 Arcola  
 Hanover  
 Buffalo Hart  
 Hecker  
 Hecker  
 Campus  
 Pana  
 Monticello  
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Linnabary, John Bruce,  
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 +Not permitted to return.

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 Mascoutah  
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 Hudson  
 Fairview  
 DeGraff  
 Chrisman  
 Saybrook  
 Pleasant Hill  
 New Baden  
 Wetaug  
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 Bingham  
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 Hussey, Pearle,  
 McKee, Mary,  
 Anderson, Frank,

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 Bloomington  
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 Shirley  
 Norwood  
 Remington, Ind.  
 Normal  
 Norwood  
 Mattoon  
 Remington, Ind.  
 Normal  
 Arrowsmith  
 23

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## The Index.

Champion, Marie,  
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 Dick, Carl,

## HIGH SCHOOL, FIRST YEAR.

|                 |                     |             |
|-----------------|---------------------|-------------|
| Normal          | Carlock, Bruce,     | Normal      |
| Bloomington     | Dillon, Ray,        | Normal      |
| Bloomington     | Greenough, Charles, | Yuton       |
| Bloomington     | Howell, Frank,      | Bloomington |
| Normal          | Hazle, Stephen,     | Bloomington |
| Normal          | Johnson, Walter,    | Normal      |
| San Diego, Cal. | Mammen, Harry       | Bloomington |
| Prairie Home    |                     | Total, 16.  |
| Bloomington     |                     |             |

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|             |                      |                   |
|-------------|----------------------|-------------------|
| Normal      | Dick, Fred,          | Bloomington       |
| Bloomington | Evans, Mark,         | Bloomington       |
| Normal      | Gantz, Irvin,        | Bloomington       |
| Normal      | Gardner, George,     | Rockford          |
| Bloomington | Haitz, Charles,      | Normal            |
| Normal      | Hayes, Wilson,       | Bloomington       |
| Armstrong   | Helmick, Russell,    | Normal            |
| Normal      | Hibler, Herbert,     | Normal            |
| Normal      | Hilyard, Perry,      | Waterloo          |
| Peotone     | Hutchin, Elberon,    | Bloomington       |
| Normal      | Iliff, Harry,        | Normal            |
| Normal      | Johnson, Homer,      | Bloomington       |
| Normal      | Johnstone, Lyle,     | Bloomington       |
| Normal      | Kent, Royal B.,      | Normal            |
| Normal      | Lindblad, Edwards,   | Normal            |
| Normal      | Lord, Guy,           | Normal            |
| Deer Creek  | Mammen, Ernest,      | Bloomington       |
| Normal      | Matson, John.        | Little Rock, Ark. |
| Normal      | Molesworth, Clyde,   | Normal            |
| Normal      | Sage, Chester,       | Normal            |
| Normal      | Sinclair, Uel,       | Normal            |
| Normal      | Smith, Ward,         | Bloomington       |
| Normal      | Stubblefield, David, | Normal            |
| Normal      | Weldon, James,       | Normal            |
| Normal      | Wentz, Roy,          | Normal            |
| Normal      | Witwer, Leroy,       | Normal            |
| Hudson      | Wrigley, Harry,      | Normal            |
| Bloomington | Veach, James D.,     | Normal            |
| Normal      | Vencill, Albert,     | Normal            |
| Bloomington |                      | Total, 59.        |

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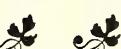
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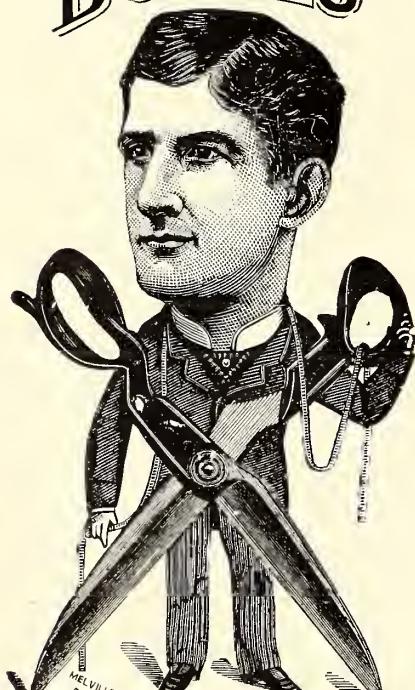
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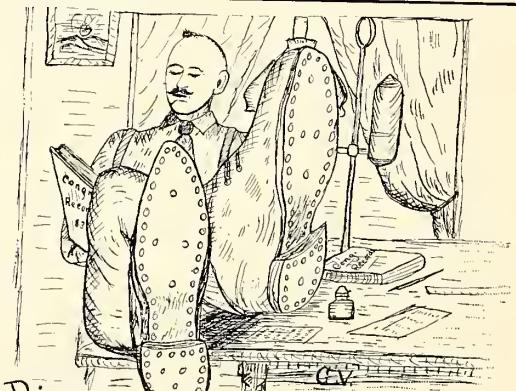
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